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ABSTRACT

Prepared to provide direction, help develop instructional units, define skills and concept developments needed for new tasks, coordinate district language arts programs, and disseminate information to other professionals, this guide presents a kindergarten through grade 12 language arts curriculum. A foreword lists the guide's goals, and a philosophy statement specifies the components of language arts, defining it as the art of using one's language to the greatest possible extent to communicate thoughts, facts, and ideas about one's environment. Chapters on each grade from kindergarten through grade six present goals and objectives for each of the language arts components: (1) oral communication (listening and speaking skills), (2) written composition, (3) language (mechanics and usage), (4) spelling and vocabulary, (5) library skills, and (6) literature. Two sample writing process models are then listed side by side, and a selective reading list for grades one through six is provided. Next are a chapter combining goals and objectives for seventh and eighth grades, the sample writing process models again, and a seventh and eighth grade reading list. Chapters on ninth, tenth, eleventh, and twelfth grades are followed by the writing process samples and another reading list. A speech communication section for grades 9 through 12 explains the philosophy of speech communication and lays out goals and objectives for: understanding the communication process, one-to-one communication, group discussion, public speaking, and mass communication. A summary table lists language arts skills with appropriate grades for first exposure, explicit instruction and maintenance of each skill. (SKC)

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# LANGUAGE ARTS CURRICULUM

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# IDAHO SCHOOL DISTRICT 241

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LANGUAGE ARTS CURRICULUM

IDAHO SCHOOL DISTRICT #241

GRANGEVILLE, CLEARWATER VALLEY

RIGGINS, ELK CITY, WHITEBIRD, POWELL

JUNE 1986

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IDAHO SCHOOL DISTRICT #241

ENGLISH CURRICULUM

FOREWORD

**********

Language is a comprehensive, integrated discipline; however, specific skills can be defined with behavioral objectives.

The objectives in this guide outline the goals adopted for schools in District 241 and include specific objectives for comprehension, application, analysis, synthesis, and evaluation. The intent of the committee was to provide a framework upon which the individual teacher could construct specific daily objectives needed for instruction:

1. to provide directions or goal focus for language arts instruction.
2. to serve as a basis for selecting, planning and evaluating instructional units or materials.
3. to enable the teacher to recognize or plan for skills or concept developments which are prerequisites to new tasks.
4. to provide coordination within a department or between individual schools within the district.
5. to establish focus for developing sets of competencies.
6. to inform the public about language arts curriculum issues.
7. to inform professionals about the district's language arts curriculum.

## PHILOSOPHY

Language arts is just that----- the art of using one's language to the greatest possible extent to communicate thoughts, facts, and ideas about one's environment. Proficiency in language arts is essential if each individual is to reach his/her highest potential as a productive, self-satisfied human being able to share his/her ideas and knowledge with mankind.

Educators are encouraged to present language in a systematic, sequential manner while fostering the individual student's interpretation and appreciation of the discipline. While evaluation and measurement are important components of the instructional process, care must be taken to promote and preserve the creative nature of each individual.

Language arts is a discipline steeped in tradition. While one must appreciate the heritage, one must recognize the impact that advancing technology has in all levels of communication. Therefore, it is imperative that students expand their view of the language arts to encompass the potential inherent in mass media and computer technology.

While communication, oral and written, is the major goal, the curriculum has been divided into five strands for organizational purposes. The strands addressed in this guide are oral and written communication, language mechanics and usage, spelling and vocabulary, library skills, and literature. Although reading is a major strand of the language arts area, it is not addressed specifically since a reading curriculum will be forthcoming. Each strand must be integrated, one with another, in order to achieve basic competency as well as to expand the analytical and creative capabilities of students. Skills and concepts must be taught; however, the teacher must not lose sight of the need to foster a positive self-concept in his/her students.

The committee hopes this guide will be used by the teacher to expand the capabilities of the human intellect and to encourage creative expression.

LISTENING SKILLS:

GOALS: Students will:

Listen attentively to gain information and to follow directions.

Listen for enjoyment and appreciation and react and respond to what is heard.

OBJECTIVES: Students will:

Assume the roles of speaker and listener in informal conversation.

Listen attentively until a story is finished.

Recall from stories heard:

- names of characters.
- main ideas.
- conclusion.
- sequence of events.

Listen individually and in group settings to recordings of literary works and to mass media programs.

Listen to a sentence starter in order to repeat and complete the sentence.

Listen carefully in preparation for a creative response.

Listen and follow a single direction, a series of directions, and directions to complete assignments.

Listen to paraphrase information heard.

SPEAKING SKILLS:

GOAL: Students will interact by speaking with others in a variety of activities that stimulate language growth.

OBJECTIVES: Students will:

Interpret a picture or a literary work and tell about:

- setting.
- characters:
  - identities.
  - feelings.
- main idea.
- details.
- plot.
- conclusion.
- sequence of events.
- relationship of events.

Contribute ideas and information to class discussion and in small groups.

Speak clearly and at an appropriate rate and volume.

Stay on the topic and respect the right of others to contribute.

Display proper posture, eye contact, and body language while speaking.

Use visual aids to give talks and explanations.

Produce correctly the basic speech sounds.

Give logical, clear, and concise directions.

Participate in group discussion, decision-making, and problem-solving.

Speak with courtesy and politeness in making requests and giving responses.

Develop leadership qualities in oral communication.

Make formal and informal introductions and announcements.

Role play telephone conversations.

Ask questions necessary to gain assistance and information.

Answer questions with clarity and in complete sentences.

Practice standard English in oral communication.

Recall and relate orally personal data such as:

- first and last name.
- age.
- birthday.
- address.
- telephone number.
- parents' names.
- teachers' names.

Identify the object specified by a set of oral directions or the situation that would result if a set of oral directions were given.

Identify the illustration of a detail in a sentence or a story given orally.

Tell simple stories and give accounts including:

- who.
- what.
- where.
- when.
- why.
- how.

Retell familiar stories with dramatizaiton.

Recite rhymes, poems, and songs according to reading level.

Cooperate with others in choral speaking, singing, and presenting plays.

Tell jokes and anecdotes in large and small group settings.

Use personal experience, knowledge, and feeling as a resource for creative talks.

Create and perform:

- skits.
- informal dramatic play.
- plays.
- puppet shows.
- finger plays.
- pantomime.

WRITTEN COMPOSITION KINDERGARTEN

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Participate in activities which will develop beginning motor skills essential for handwriting.

Write upper and lower case letters in manuscript form correctly.

Observe instructor writing students' thoughts and ideas.

Write friendly letters, which include:

- greeting.
- body.
- closing.
- signature.

Compose sentences describing illustrations.

Write original sentences to show the meaning of a word.

Compose narratives individually or as a group.

Compose and illustrate original poetry and rhymes, including:

- limericks.
- jingles.
- poetry using literary models (copy cat writing).

Respond to rhyme, rhythm, and mood in poetry.

LANGUAGE [MECHANICS] KINDERGARTEN

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will:

Recognize words with capital letters, which include:

- first word of a sentence.
- proper nouns, such as names of:
  - people.
  - animals.
  - days and months.
- greetings and closings in letters.
- the pronoun I.

Recognize the role of punctuation in clarifying communications.

Use a period after:

- declarative sentences.
- some imperative sentences.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

LANGUAGE [USAGE] KINDERGARTEN

GOALS: Students will use standard English as modeled by the teacher.

Master and apply standard English to express thoughts and ideas in oral and written communication.

OBJECTIVES: Students will:
Speak in complete sentences, including:

- declarative.
- interrogative.
- exclamatory.
- imperative.

Use only one negative word to express a negative thought.

Maintain subject-verb agreement.

Practice standard English as shown by teacher example.

SPELLING AND VOCABULARY KINDERGARTEN

GOALS: Students will:

Develop skill in the sound-symbol and structural characteristics of our English language.

Acquire a functional vocabulary that encompasses all content areas.

OBJECTIVES: Students will:

Name and recognize letters of the alphabet.

Realize that a word is a group of letters with meaning.

Recognize consonant letters and their associated sounds.

Write consonants from dictated sounds.

Recognize consonant clusters.

Recognize vowel letters and their associated sounds, including:

- short vowel.
- long vowel.
- long vowel combination.

Visually discriminate between letter forms, including:

- single letters.
- two - letter combinations.
- multiple - letter combinations.
- upper and lower case correlations.

Choose a word from a list that looks exactly like a given word with one, two, or three syllables.

Distinguish likeness or difference between the following word parts when given orally:

- whole word.
- beginning sounds.
- ending sounds.
- middle vowel sounds.
- individual letters (upper and lower case).

Recognize the letter or letters that stand for the following combinations:

- beginning scunds:
  - single consonant.
  - consonant digraph.
  - consonant blend.
- ending sounds:
  - single consonant.
  - consonant digraph.
  - consonant blend.
  - middle vowel and ending consonant sound.

Recognize an object whose name contains the sound represented by given vowels.

LIBRARY SKILLS KINDERGARTEN

GOAL: Students will become comfortable in the library.

OBJECTIVES: Students will:

Identify the library as a pleasant place.

GOALS: Students will:

Experience delight and wonder in other thoughts, ideas, and emotions through exploration of a variety of literary works.

Create, with help of these examples and interpretations, their own form of artistic expressions.

OBJECTIVES: Students will:

Discuss elements of literature, including:

- setting (time and place).
- plot (series of events that tell a story).
- character (feelings, actions, traits, motives).
- mood (feeling tone).

Recognize and appreciate techniques and elements of style, including:

- imagery.
- point of view (first person, third person).
- personification.
- rhyme and rhythm.

Distinguish theme and main idea in literary work.

Relate literature to individual experience.

Distinguish between realism and fantasy.

Draw conclusions from what is read.

Recognize cause-effect relationships.

Identify sequence of events.

Recognize details in literary works.

Read or recite with appropriate expression.

Create original endings for stories.

Appreciate and enjoy a variety of literary experiences through a wealth of material including:

- poetry.
- nursery rhymes.
- fairy tales.
- fables.
- legends and myths.
- plays.
- short stories.
- science fiction.
- historical fiction.
- modern realistic fiction.
- folk tales.
- tall tales.
- novel excerpts.
- ballads.
- songs.
- humorous readings and anecdotes.
- biographies.
- autobiographies.
- essays.
- films.
- recordings.
- talking books.
- student-authored literary works.

Appreciate the uniqueness of literary works from differing nationalities, ethnic groups, and locales.

Compare and appreciate differences and similarities in cultures, life styles, and human experience.

Realize that literature is a form of artistic expression.

Listen to literary selections as a source of pleasure.

Share favorite selections with peers.

Experience and appreciate for enrichment and motivation the following related forms of artistic expression:

- painting.
- drawing.
- printmaking.
- sculpture.
- fiber arts.
- motion picture.
- live productions of plays.
- dance.
- musical performances.
- architecture.
- folk art.

ORAL COMMUNICATION 1ST GRADE

LISTENING SKILLS:

GOALS: Students will:

Listen attentively to gain information and to follow directions.

Listen for enjoyment and appreciation and react and respond to what is heard.

OBJECTIVES: Students will:

Assume the roles of speaker and listener in informal conversation.

Listen attentively until a story is finished.

Recall from stories heard:

- names of characters.
- main ideas.
- conclusion.
- sequence of events.

Listen individually and in group settings to recordings of literary works and to mass media programs.

Listen to a sentence starter in order to repeat and complete the sentence.

Listen carefully in preparation for a creative response.

Listen and follow a single direction, a series of directions, and directions to complete assignments.

Listen for figurative language.

Listen to paraphrase information heard.

SPEAKING SKILLS:

GOAL: Students will interact by speaking with others in a variety of activities that stimulate language growth.

OBJECTIVES: Students will:

Interpret a picture or a literary work and tell about:

- setting.
- characters:
  - identities.
  - feelings.
- main idea.
- plot.
- conclusion.
- sequence of events.
- relationship of events.

Contribute ideas and information to class discussion and in small groups.

Speak clearly and at an appropriate rate and volume.

Stay on the topic and respect the right of others to contribute.

Display proper posture, eye contact, and body language while speaking.

Use visual aids to give talks and explanations.

Produce correctly the basic speech sounds.

Compare and contrast standard and nonstandard English.

Give logical, clear, and concise directions.

Participate in group, discussions, decision-making, and problem solving.

Speak with courtesy and politeness in making requests and giving responses.

Develop leadership qualities in oral communication.

Make formal and informal introductions and announcements.

Role play telephone conversations.

Ask questions necessary to gain assistance and information.

Answer questions with clarity and in complete sentences.

Recall and relate orally personal data such as:

- first and last name.
- age.
- birthday.
- address.
- telephone number.
- parents' names.
- teachers' names.

Identify the object specified by a set of oral directions or the situation that would result if a set of oral directions were given.

Identify the illustration of a detail in a sentence or a story given orally.

Tell simple stories and give accounts including:

- who.
- what.
- where.
- when.
- why.
- how.

Retell familiar stories with dramatization.

Recite rhymes, poems, and songs according to reading level.

Cooperate with others in choral speaking, singing, and presenting plays.

Tell jokes and anecdotes in large and small group settings.

Use personal experience, knowledge, and feelings as resources for creative talks.

Read or dictate stories orally with appropriate expression.

Read or tell stories to younger children and/or peers.

Create and perform:

- skits.
- informal dramatic play.
- plays.
- puppet shows.
- finger plays.
- pantomime.

Plan and present:

book reviews.
reports.
demonstrations.
original stories and poetry.

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Write upper and lower case letters in manuscript form correctly.

Observe instructor writing students' thoughts and ideas.

Write a simple sentence with a subject and predicate that expresses a complete thought.

Compose and write statements and questions.

Write friendly letters, which include:

- greeting.
- body.
- closing.
- signature.

Write social correspondence, including:

- invitations, including:
  - who.
  - what.
  - when.
  - where.
- answers to invitations.
- get-well messages.
- thank-you notes.

Develop editing and proofreading skills, including group and peer editing.

Use personal knowledge, experience, and feelings as a basis for creative writing.

Compose sentences describing illustrations.

Write original sentences to show the meaning of a word.

Compose narratives individually or as a group.

Compose and illustrate original poetry and rhymes, including:

- limericks.
- jingles.
- poetry using literary models (copy cat writing).

Respond to rhyme, rhythm, and mood in poetry.

Write and illustrate personal, imaginative, and factual stories and books, including:

- fairy tales.
- folk tales.
- fables.
- realistic fiction.
- plays.
- puppet shows.
- science fiction.
- songs.

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will:

Recognize words with capital letters, which include:

- first word of a sentence.
- proper nouns, such as names of:
  - people.
  - cities.
  - states.
  - public buildings.
  - streets and avenues.
  - organizations and clubs.
  - animals.
  - historical events and holidays.
  - days and months.
  - geographical places.
- abbreviations and initials.
- greetings and closings in letters.
- the pronoun I.
- titles of persons.
- titles of literary and musical works.

Recognize the role of punctuation in clarifying communications.

Use a period after:

- declarative sentences.
- some imperative sentences.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

Use a colon in time denotation.

LANGUAGE [USAGE] 1ST GRADE

GOALS: Students will use standard English as modeled by the teacher.

Master and apply standard English to express thoughts and ideas in oral and written communication.

OBJECTIVES: Students will:

Speak in complete sentences, including:

- declarative.
- interrogative.
- exclamatory.
- imperative.

Maintain subject-verb agreement.

Identify nouns (naming words) including:

- abbreviations.
- singular and plural forms.
- common and proper.
- possessives forms.

Choose appropriate verbs (action words) including:

- action and linking (being) verbs.
- contractions.

Use auxiliary (helping) verb forms correctly.

Choose appropriate pronouns.

Use only one negative word to express a negative thought.

GOALS: Students will:

Develop skill in the sound-symbol and structural characteristics of our English language.

Apply spelling skills learned to all subject areas.

Acquire a functional vocabulary that encompasses all content areas.

OBJECTIVES: Students will:

Name and recognize letters of the alphabet.

Realize that a word is a group of letters with meaning.

Recognize consonant letters and their associated sounds.

Write consonants from dictated sounds.

Recognize consonant clusters.

Recognize vowel letters and their associated sounds, including:

- short vowel.
- long vowel.
- long vowel combination.

Visually discriminate between letter forms, including:

- single letters.
- two - letter combinations.
- multiple - letter combinations.
- upper and lower case correlations.

Choose a word from a list that looks exactly like a given word with one, two, or three syllables.

Distinguish likeness or difference between the following word parts when given orally:

- whole word.
- beginning sounds.
- ending sounds.
- middle vowel sounds.
- individual letters (upper and lower case).

Recognize the letter or letters that stand for the following combinations:

- beginning sounds:
  - single consonant.
  - consonant digraph.
  - consonant blend.
- ending sounds:
  - single consonant.
  - consonant digraph.
  - consonant blend.
  - middle vowel and ending consonant sound.

Recognize an object whose name contains the sound represented by given vowels.

Notice suffixes in words and apply appropriate meaning.

Spell words in their plural forms.

Identify and use nouns in their possessive forms.

Recognize silent letter combinations in words.

Recognize unexpected consonant and vowel patterns in words.

LIBRARY SKILLS 1ST GRADE

GOAL: Students will interpret and internalize written information and ideas from reference sources.

OBJECTIVES: Students will:

Locate information using, parts of a book:

- title page.
- table of contents.

Alphabetize words, using first and second letters.

LITERATURE 1ST GRADE

GOALS: Students will:

Experience delight and wonder in other's thoughts, ideas, and emotions through exploration of a variety of literary works.

Create, with help of these examples and interpretations, their own forms of artistic expressions.

OBJECTIVES: Students will:

Discuss elements of literature, including:

- setting (time and place).
- plot (series of events that tell a story).
- character (feelings, actions, traits, motives).
- mood (feeling tone).

Recognize and appreciate techniques and elements of style, including:

- imagery.
- point of view (first person, third person).
- personification.
- figurative language.
- rhyme and rhythm.

Distinguish theme and main idea in literary work.

Relate literature to individual experience.

Distinguish between realism and fantasy.

Draw conclusions from what is read.

Discuss solutions to a story problem.

Recognize cause-effect relationships.

Identify sequence of events.

Recognize details in literary works.

Read or recite with appropriate expression.

Create original endings for stories.

Appreciate and enjoy a variety of literary experiences through a wealth of material including:

- poetry.
- nursery rhymes.
- fairy tales.
- fables.
- legends and myths.
- plays.
- short stories.
- science fiction.
- historical fiction.
- modern realistic fiction.
- folk tales.
- tall tales.
- novel excerpts.
- ballads.
- songs.
- humorous readings and anecdotes.
- biographies.
- autobiographies.
- essays.
- films.
- recordings.
- talking books.
- student-authored literary works.

Appreciate the uniqueness of literary works from differing nationalities, ethnic groups, and locales.

Compare and appreciate differences and similarities in cultures, life styles, and human experience.

Realize that literature is a form of artistic expression.

Participate in sustained silent reading of student selected material.

Listen to literary selections as a source of pleasure.

Share favorite selections with peers.

Experience and appreciate for enrichment and motivation the following related forms of artistic expression:

painting.
drawing.
printmaking.
sculpture.
fiber arts.
motion pictures.
live productions of plays.
dance.
musical performances.
architecture.
folk art.

ORAL COMMUNICATION 2ND GRADE

LISTENING SKILLS:

GOALS: Students will:

Listen attentively to gain information and to follow directions.

Listen for enjoyment and appreciation and react and respond to what is heard.

OBJECTIVES: Students will:

Assume the roles of speaker and listener in informal conversation.

Listen attentively until a story is finished.

Recall from stories heard:

- names of characters.
- main ideas.
- conclusion.
- sequence of events.

Listen individually and in group settings to recordings of literary works and to mass media programs.

Listen carefully in preparation for a creative response.

Listen and follow a single direction, a series of directions, and directions to complete assignments.

Listen for figurative language.

Listen to paraphrase information heard.

Listen to distinguish fact from opinion.

SPEAKING SKILLS:

GOAL: Students will interact by speaking with others in a variety of activities that stimulate language growth.

OBJECTIVES: Students will:

Interpret a picture or a literary work and tell about:

- setting.
- characters:
  - identities.
  - feelings.
- main idea.
- details
- plot.
- conclusion.
- sequence of events.
- relationship of events.

Contribute ideas and information to class discussion and in small groups.

Speak clearly and at an appropriate rate and volume.

Stay on the topic and respect the right of others to contribute.

Display proper posture, eye contact, and body language while speaking.

Use visual aids to give talks and explanations.

Produce correctly the basic speech sounds.

Compare and contrast standard and nonstandard English.

Give logical, clear, and concise directions.

Participate in group discussion, decision making, and problem solving.

Speak with courtesy and politeness in making requests and giving responses.

Develop leadership qualities in oral communication.

Make formal and informal introductions and announcements.

Role play telephone conversations.

Ask questions necessary to gain assistance and information.

Answer questions with clarity and complete sentences.

Recall and relate orally personal data such as:

- first and last name.
- age.
- birthday.
- address.
- telephone number.
- parents' names.
- teachers' names.

Identify the object specified by a set of oral directions or the situation that would result if a set of oral directions were given.

Identify the illustration of a detail in a sentence or a story given orally.

Tell simple stories and give accounts including:

- who.
- what.
- where.
- when.
- why.
- how.

Retell familiar stories with dramatization.

Recite rhymes, poems, and songs according to reading level.

Cooperate with others in choral speaking, singing, and presenting plays.

Tell jokes and anecdotes in large and small group settings.

Use personal experience, knowledge, and feelings as a resources for creative talks.

Read or dictate stories orally with appropriate expression.

Read or tell stories to younger children.

Create and perform:

- skits.
- informal dramaatic play
- plays.
- puppet shows.
- finger plays.
- pantomime.

Plan and present:

book reviews.
reports.
demonstrations.
original stories and poetry.

WRITTEN COMPOSITION 2ND GRADE

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Write upper and lower case letters in manuscript form correctly.

Observe instructor writing students' thoughts and ideas.

Write a simple sentence with a subject and predicate that expresses a complete thought.

Compose and write a group of words that provide a subject to complete a sentence.

Compose and write a group of words that provide a predicate to complete a sentence.

Practice expanding sentences.

Compose and write the four kinds of sentences:

declarative (statement).
interrogative (question).
exclamatory (exclamation).
imperative (command).

Recognize that a paragraph is a group of sentences about one topic.

Write well developed paragraphs, which include:

a topic sentence (main idea sentence).
supporting sentences (detailed sentences).
concluding sentence.

Employ a writing process in formal writing.

Write research reports from simple notes or outlines.

Write friendly letters, which include:

greeting.
body.
closing.
signature.

Address envelopes according to standard form.

Write social correspondence, including:

- invitations, including:
  - who.
  - what.
  - when.
  - where.
- answers to invitations.
- get-well messages.
- thank-you notes.

Write accurate and precise directions for given circumstances.

Develop editing and proofreading skills, including group and peer editing.

Use personal knowledge, experience, and feelings as a basis for creative writing.

Compose a class synonym list to add precise, colorful words in personal writing.

Compose sentences describing illustrations.

Write original sentences to show the meaning of a word.

Compose narratives individually or as a group.

Compose and illustrate original poetry and rhymes, including:

- limericks.
- jingles.
- poetry using literary models (copy cat writing).

Respond to rhyme, rhythm, and mood in poetry.

Write and illustrate personal, imaginative, and factual stories and books, including:

- fairy tales.
- folk tales.
- fables.
- realistic fiction.
- science fiction.
- plays.
- puppet shows.
- songs.

LANGUAGE [MECHANICS] 2ND GRADE

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will:

Use capital letters correctly in written work, which includes:

- first word of a sentence.
- first word of a direct quotation.
- first word of each line of an outline.
- proper nouns such as, names of:
  - people.
  - cities.
  - states.
  - counties.
  - countries.
  - public buildings.
  - streets and avenues.
  - organizations and clubs.
  - animals
  - historical events and holidays.
  - tribes, languages, religions, and peoples.
  - days and months.
  - geographical places.
- abbreviations and initials.
- greetings and closings in letters.
- the pronoun I.
- titles of persons.
- titles of literary and musical works.

Recognize the role of punctuation in clarifying communications.

Punctuate all written work correctly.

Use a period after:

- abbreviations and initials.
- declarative sentences.
- some imperative sentences.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a comma in compound sentences.

Use a comma between a city and state and between the day of the month and the year.

Use a comma to separate words in a series.

Use a comma to set off explanatory words in a direct quotation.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a comma to set off nouns of direct address and introductory words and phrases.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

Use a colon in time denotation.

LANGUAGE [USAGE] 2ND GRADE

GOALS: Students will use standard English as modeled by the teacher.

Master and apply standard English to express thoughts and ideas in oral and written communication.

OBJECTIVES: Students will:

Speak in complete sentences, including:

- declarative.
- interrogative.
- exclamatory.
- imperative.

Maintain subject-verb agreement.

Identify nouns (naming words) including:

- abbreviations.
- singular and plural forms.
- common and proper.
- possessives forms.

Choose appropriate verbs including:

- action and linking (being) verbs.
- contractions.
- tenses:
  - present.
  - past participle.
  - present perfect.
  - past perfect.

Use auxiliary (helping) verb forms correctly.

Choose appropriate pronouns, including:

- personal pronouns.
- reflexive pronouns.
- possessive pronouns.
- interrogative pronouns.
- demonstrative pronouns.

Show agreement between a pronoun and its antecedent.

Use the correct form of adjectives, including comparatives and superlatives.

Use adverbs to tell:

- when.
- where.
- how.
- why.
- to what extent.

Use only one negative word to express a negative thought.

Identify the subject and predicate in sentences including:

- simple subject.
- simple predicate.
- complete subject.
- complete predicate.
- compound subject
- compound predicate.

Combine two sentences using a conjunction that maintains the same cause-effect relationship.

Recognize transitional words, such as first, also, but, and next.

Choose appropriate transitional words to connect ideas and sentences.

GOALS: Students will:

Develop skill in the sound-symbol and structural characteristics of our English language.

Acquire a functional vocabulary that encompasses all content areas.

Apply spelling skills learned to all subject areas.

OBJECTIVES: Students will:

Recognize consonant clusters.

Recognize vowel letters and their associated sounds, including:

- short vowel.
- long vowel.
- long vowel combination.
- r - controlled vowels.
- vowel digraphs.
- schwa.

Visually discriminate between letter forms, including:

- single letters.
- two - letter combinations.
- multiple - letter combinations.
- upper and lower case correlations.

Choose a word (from a list) that looks exactly like a given word with one, two, or three syllables.

Distinguish likeness or difference between the following word parts.

- whole word.
- beginning sounds.
- ending sounds.
- middle vowel sounds.
- individual letters. (upper and lower case)

Recognize the letter or letters that stand for the following combinations:

beginning sounds:
- single consonant.
- consonant digraph.
- consonant blend.

ending sounds:
- single consonant.
- consonant digraph.
- consonant blend.
- middle vowel and ending consonant sound.

Notice suffixes and prefixes in words and apply appropriate meaning.

Spell words in their plural forms.

Recognize silent letter combinations in words.

Recognize unexpected consonant and vowel patterns in words.

Divide words into syllables.

Identify and use homonyms, (homophones), synonyms, and antonyms.

Identify and use possessive nouns.

Use diacritical marks to determine correct pronunciation of words.

Identify the correctly spelled word among alternatives.

Select incorrectly spelled words among alternatives.

Form contractions from two words.

Place a grooup of words in alphabetical order using first, or second letters.

LIBRARY SKILLS 2ND GRADE

GOAL: Students will interpret and internalize written information and ideas from reference sources.

OBJECTIVES: Students will:

Locate information, using parts of a book:

- title page.
- table of contents:
  - title.
  - author.
  - chapter.
  - page number.
- glossary.

Use alphabetical order to find words in a dictionary and other reference material appropriate to reading level.

Practice using guide words.

Using a dictionary to determine pronunciation, meaning, and usage of words.

Select correct dictionary meaning for a word in context.

Determine appropriate source of information on a given topic, including the:

- glossary.
- index.
- dictionary.
- encyclopedia.
- globe.
- map.
- tables and graphs.
- newspapers.
- magazines.
- audio-visual resources.

Interpret information from selected references.

Select beginning, middle, or end of a dictionary to determine location of words.

Report in an organized, accurate manner applying the following skills:

- classifying.
- summarizing.

Familiarize themselves with the organization of the library.

Understand that the card catalogue is a tool for locating books in the library.

LITERATURE 2ND GRADE

GOALS: Students will:

Experience delight and wonder in other's thoughts, ideas, and emotions through exploration of a variety of literary works.

Create, with help of these examples and interpretations, their own form of artistic expressions.

OBJECTIVES: Students will:

Discuss elements of literature, including:

- setting (time and place).
- plot (series of events that tell a story).
- character (feelings, actions, traits, motives).
- mood (feeling tone).

Recognize and appreciate techniques and elements of style, including:

- imagery.
- point of view (first person, third person).
- personification.
- foreshadowing.
- figurative language.
- flashback.
- rhyme and rhythm.

Distinguish theme and main idea in literary work.

Relate literature to individual experience.

Distinguish between realism and fantasy.

Draw conclusions from what is read.

Recognize cause-effect relationships.

Identify sequence of events.

Recognize details in literary works.

Read or recite with appropriate expression.

Create original endings for stories.

Appreciate and enjoy a variety of literary experiences through a wealth of material, including:

- poetry.
- nursery rhymes.
- fairy tales.
- fables.
- legends and myths.
- plays.
- short stories.
- science fiction.
- historical fiction.
- modern realistic fiction.
- folk tales.
- tall tales.
- novel excerpts.
- ballads.
- songs.
- humorous readings and anecdotes.
- biographies.
- autobiographies.
- essays.
- films.
- recordings.
- talking books.
- student authored literary works.

Appreciate the uniqueness of literary works from differing nationalities, ethnic groups, and locales.

Compare and appreciate differences and similarities in cultures, life styles, and human experience.

Realize that literature is a form of artistic expression.

Participate in sustained silent reading of student selected material.

Listen to literary selections as a source of pleasure.

Share favorite selections with peers.

Experience and appreciate for enrichment and motivation the following related forms of artistic expression:

painting.
drawing.
printmaking.
sculpture.
fiber arts.
motion pictures.
live productions of plays.
dance.
musical performances.
architecture.
folk art.

ORAL COMMUNICATION 3RD GRADE

LISTENING SKILLS:

GOALS: Students will:

Listen attentively to gain information and to follow directions.

Listen for enjoyment and appreciation and react and respond to what is heard.

OBJECTIVES: Students will:

Assume the roles of speaker and listener in informal conversation.

Listen attentively until a story is finished.

Recall from stories heard:

names of characters.
main ideas.
conclusion.
sequence of events.

Listen individually and in group settings to recordings of literary works and to mass media programs.

Listen carefully in preparation for a creative response.

Listen and follow a single direction, a series of directions, and directions to complete assignments.

Listen for figurative language.

Listen to paraphrase information heard.

Listen to distinguish fact from opinion.

SPEAKING SKILLS:

GOAL: Students will interact by speaking with others in a variety of activities that stimulate language growth.

OBJECTIVES: Students will:

Interpret a picture or a literary work and tell about:

- setting.
- characters:
  - identities.
  - feelings.

- main idea.
- details.
- plot.
- conclusion.
- sequence of events.
- relationship of events.

Contribute ideas and information to class discussion and in small groups.

Speak clearly and at an appropriate rate and volume.

Stay on the topic and respect the right of others to contribute.

Display proper posture eye contact, and body language while speaking.

Use visual aids to give talks and explanations.

Produce correctly the basic speech sounds.

Compare and contrast standard and nonstandard English.

Give logical, clear, and concise directions.

Participate in group discussions, decision-making, and problem-solving.

Speak with courtesy and politeness in making requests and giving responses.

Develop leadership qualities in oral communication.

Make formal and informal introductions and announcements.

Role play telephone conversations.

Ask questions necessary to gain assistance and information.

Answer questions with clarity.

Practice standard English in oral communication.

Recall and relate orally personal data such as:

- first and last name.
- age.
- birthday.
- address.
- telephone number.
- parents' names.
- teachers' names.

Identify the object specified by a set of oral directions or the situation that would result (if a set of oral directions were given).

Identify the illustration of a detail in a sentence or a story given orally.

Tell simple stories and give accounts including:

- who.
- what.
- where.
- when.
- why.
- how.

Retell familiar stories with dramatization.

Recite rhymes, poems, and songs according to reading level.

Cooperate with others in choral speaking, singing, and presenting plays.

Tell jokes and anecdotes in large and small group settings.

Use personal experience, knowledge, and feelings as resources for creative talks.

Read or dictate stories orally with appropriate expression.

Read or tell stories to younger children and/or peers.

Create and perform:

- skits.
- plays.
- puppet shows.
- finger plays.
- pantomime.

Plan and present:

book reviews.
reports.
demonstrations.
original stories and poetry.

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Write upper and lower case letters in manuscript form correctly.

Write upper and lower case letters in cursive form correctly.

Observe instructor writing students' thoughts and ideas.

Write a simple sentence with a subject and predicate that expresses a complete thought.

Compose and write a group of words that provide a subject to complete a sentence.

Compose and write a group of words that provide a predicate to complete a sentence.

Combine two short sentences into one complete sentence maintaining consistency of:

- time relationship.
- sequence of events.
- cause and effect.

Practice expanding sentences.

Restate sentences maintaining the original thoughts in the transformation.

Compose and write the four kinds of sentences:

- declarative (statement).
- interrogative (question).
- exclamatory (exclamation).
- imperative (command).

Recognize that a paragraph is a group of sentences about one topic.

Write well developed paragraphs, which include:

- a topic sentence (main idea sentence).
- supporting sentences (detailed sentences).
- concluding sentence.

Employ a writing process in formal writing.

Write research reports from simple notes or outlines.

Write friendly letters, which include:

- heading.
- greeting.
- body.
- closing.
- signature.

Address envelopes according to standard form.

Write social correspondence, including:

- invitations, including:
  - who.
  - what.
  - when.
  - where.
- answers to invitations.
- get-well messages.
- thank-you notes.

Write accurate and precise directions for given circumstances.

Develop editing and proofreading skills, including group and peer editing.

Use personal knowledge, experience, and feelings as a basis for creative writing.

Compose a class synonym list to add precise, colorful words in personal writing.

Compose sentences describing illustrations.

Write original sentences to show the meaning of a word.

Compose narratives individually or as a group.

Compose and illustrate original poetry and rhymes, including:

- limericks.
- jingles.
- poetry using literary models (copy cat writing).

Respond to rhyme, rhythm, and mood in poetry.

Write and illustrate personal, imaginative, and factual stories and books, including:

fairy tales.
folk tales.
fables.
realistic fiction.
science fiction.
plays.
puppet shows.
songs.

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will:

Use capital letters correctly in written work, including the:

- first word of a sentence.
- first word of a direct quotation.
- first word of each line of an outline.
- proper nouns, such as names of:
  - people.
  - cities.
  - states.
  - counties.
  - countries.
  - public buildings.
  - streets and avenues.
  - organizations and clubs.
  - animals
  - titles of persons.
  - titles of literary and musical works.
  - historical events and holidays.
  - tribes, languages, religions, and peoples.
  - days and months.
  - geographical places.
- abbreviations and initials.
- greetings and closings in letters.
- the pronoun I.
- titles of persons.
- titles of literary and musical works.

Recognize the role of punctuation in clarifying communications.

Punctuate all written work correctly.

Use a period after:

- abbreviations and initials.
- declarative sentences.
- some imperative sentences.
- divisions of an outline.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a comma before conjunctions in compound sentences.

Use a comma between a city and state and between the day of the month and the year.

Use a comma to separate words in a series.

Use a comma to set off explanatory words in a direct quotation.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a comma to set off nouns of direct address and introductory words and phrases.

Underline titles of books, magazines, and newspapers.

Use quotation marks around direct quotes and the titles of short stories, songs, and poems.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

Use a colon in time denotation.

Use a hyphen to break words into syllables.

LANGUAGE [USAGE] 3RD GRADE

GOALS: Students will use standard English as modeled by the teacher.

Master and apply standard English to express thoughts and ideas in oral and written communication.

OBJECTIVES: Students will:
Speak in complete sentences, including:

- declarative.
- interrogative.
- exclamatory.
- imperative.

Maintain subject-verb agreement.

Identify nouns (name words) including:

- abbreviations.
- singular and plural forms.
- common and proper.
- possessive forms.

Choose appropriate verbs, including:

- action and linking (being) verbs.
- contractions.
- tenses:
  - present.
  - past.
  - past participle.
  - present perfect.
  - past perfect.

Use auxiliary (helping) verb forms correctly.

Choose appropriate pronouns, including:

- personal pronouns.
- reflexive pronouns.
- possessive pronouns.
- interrogative pronouns.
- demonstrative pronouns.

Show agreement between a pronoun and its antecedent.

Use the correct form of adjectives, including comparatives and superlatives.

Use adverbs to tell:

- when.
- where.
- how.
- why.
- to what extent.

Use only one negative word to express a negative thought.

Identify the subject and predicate in sentences including:

- simple subject.
- simple predicate.
- complete subject.
- complete predicate.
- compound subject
- compound predicate.

Combine two sentences maintaining meaning and correct sequence.

Combine two sentences using a conjunction that maintains the same cause - effect relationship.

Recognize transitional words, such as first, also, but, and next.

Choose appropriate transitional words to connect ideas and sentences.

GOALS: Students will:

Develop skill in the sound-symbol and structural characteristics of our English language.

Acquire a functional vocabulary that encompasses all content areas.

Apply spelling skills learned to all subject areas.

OBJECTIVES: Students will:

Recognize consonant clusters.

Recognize vowel letters and their associated sounds, including:

- short vowel.
- long vowel.
- long vowel combination.
- r - controlled vowels.
- vowel digraphs.
- schwa.

Visually discriminate between letter forms, including:

- single letters.
- two - letter combinations.
- multiple - letter combinations.
- upper and lower case correlations.

Choose a word (from a list) that looks exactly like a given word with one, two, or three syllables.

Distinguish likeness or difference between the following word parts.

- whole word.
- beginning sounds.
- ending sounds.
- middle vowel sounds.
- individual letters. (upper and lower case)

Recognize the letter or letters that stand for the following combinations:

- beginning sounds:
  - single consonant.
  - consonant digraph.
  - consonant blend.

ending sounds:
- single consonant.
- consonant digraph.
- consonant blend.
- middle vowel and ending consonant sound.

Notice suffixes and prefixes in words and apply appropriate meaning.

Spell words in their plural forms.

Recognize silent letter combinations in words.

Recognize unexpected consonant and vowel patterns in words.

Divide words into syllables.

Identify and use homonyms, (homophones), synonyms, and antonyms.

Use diacritical marks to determine correct pronunciation of words.

Identify and use nouns in their possessive forms.

Identify the correctly spelled word among alternatives.

Select incorrectly spelled words among alternatives.

Form contractions from two words.

Combine known words into compound words.

Place a group of words in alphabetical order, using whole words (all letters).

LIBRARY SKILLS 3RD GRADE

GOAL: Students will interpret and internalize written information and ideas from reference sources.

OBJECTIVES: Students will:

Locate information, using parts of a book:

- title page.
- table of contents:
  - title.
  - author.
  - chapter.
  - page number.
- glossary.
- index:
  - key words.
  - main topics.

Use alphabetical order to find words in a dictionary and other reference material appropriate to reading level.

Practice using guide words.

Using a dictionary to determine pronunciation, meaning, and usage of words.

Select correct dictionary meaning for a word in context.

Determine appropriate source of information on a given topic, including the:

- glossary.
- index.
- dictionary.
- encyclopedia.
- globe.
- map.
- tables and graphs.
- atlas.
- newspapers.
- magazines.
- audio-visual resources.

Interpret information from selected references.

Select beginning, middle, or end of a dictionary to determine location of words.

Report in an organized, accurate manner, applying the following skills:

- classifying.
- summarizing.
- outlining.
- note-taking.

Familiarize themselves with the organization of the library.

Understand that the card catalogue is a tool for locating books in the library.

GOALS: Students will:

Experience delight and wonder in other's thoughts, ideas, and emotions through exploration of a variety of literary works.

Create, with help of these examples and interpretations, their own form of artistic expressions.

OBJECTIVES: Students will:

Discuss elements of literature, including:

- setting (time and place).
- plot (series of events that tell a story).
- character (feelings, actions, traits, motives).
- mood (feeling tone).

Recognize and appreciate techniques and elements of style, including:

- imagery.
- point of view (first person, third person).
- personification.
- foreshadowing.
- figurative language.
- flashback.
- rhyme and rythm.
- idiomatic language.

Distinguish theme and main idea in literary work.

Relate literature to individual experience.

Distinguish between realism and fantasy.

Evaluate action of individual and/or groups.

Distinguish between fact and opinion.

Draw conclusions from what is read.

Distinguish between fiction and nonfiction.

Evaluate solutions to a story problem.

Recognize cause-effect relationships.

Identify sequence of events.

Recognize details in literary works.

Read or recite with appropriate expression.

Identify implied ideas from passages.

Create original endings for stories.

Appreciate and enjoy a variety of literary experiences through a wealth of material including:

- poetry.
- nursery rhymes.
- fairy tales.
- fables.
- legends and myths.
- plays.
- short stories.
- science fiction.
- historical fiction.
- modern realistic fiction.
- folk tales.
- tall tales.
- novel excerpts.
- ballads.
- songs.
- humorous readings and anecdotes.
- biographies.
- autobiographies.
- essays.
- films.
- recordings.
- talking books.
- student authored literary works.

Appreciate the uniqueness of literary works from differing nationalities, ethnic groups, and locales.

Compare and appreciate differences and similarities in cultures, life styles, and human experience.

Realize that literature is a form of artistic expression.

Participate in sustained silent reading of student selected material.

Listen to literary selections as a source of pleasure.

Share favorite selections with peers.

Experience and appreciate for enrichment and motivation the following related forms of artistic expression:

painting.
drawing.
printmaking.
sculpture.
fiber arts.
motion pictures.
live productions of plays.
dance.
musical performances.
architecture.
folk art.

ORAL COMMUNICATION 4TH GRADE

LISTENING SKILLS:

GOAL: Students will develop the ability to listen attentively and courteously.

OBJECTIVES: The student will:

Demonstrate courtesy in listening.

Practice listening with attention.

Demonstrate critical listening skills.

Recognize the effect of nonverbal messages on verbal communication.

Distinguish between standard and nonstandard English.

Recall information.

Formulate logical conclusions from information presented orally.

SPEAKING SKILLS:

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through speech.

OBJECTIVES: Students will:

Present thoughts and information with organization.

Practice:

- polite requests.
- giving directions.
- making announcements.
- relaying messages.
- conducting interviews.
- parliamentary procedure.
- making introductions.

Answer questions with clarity and in complete sentences.

Participate in small and large group problem-solving and decision-making.

Participate in group and panel discussions

Prepare and deliver:

- book reviews.
- demonstrations.
- reports.
- original poetry.
- original stories.

Recite with appropriate expressiveness selected literary material.

Participate in choral reading.

Create and perform:

- skits.
- plays.
- puppet shows.
- pantomimes.
- tongue twisters.

Discuss and role play interviews as preparation for conducting news-gathering interviews.

Tell jokes, stories, and anecdotes.

Tell a story to younger children and/or peers.

Use words and gestures which express ideas and concepts effectively.

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Maintain legibility standards in all written work.

Write simple sentences.

Practice expanding sentences.

Combine simple sentences into compound sentences.

Employ a writing process in all formal writing.

Demonstrate paragraph development skills.

- Select and limit a topic.
- Formulate a topic sentence.
- Develop a paragraph with details or examples.
- Arrange information according to time, space, or importance.
- Formulate a closing sentence.
- Edit for unity, order, and coherence.

Utilize paragraph development skills in writing narrative, descriptive, and explanatory paragraphs.

Write book reviews.

Write a research report which includes an introduction, body, conclusion, and bibliography.

Write multi-paragraph compositions, essays, and narrative writings.

Demonstrate outlining and note-taking skills.

Write step-by-step directions.

Write business and social letters according to standard form, employing formal and informal usage.

Practice addressing envelopes according to standard form.

Prepare introductions, announcements, and messages.

Record phone messages accurately.

Vary sentence structure in written composition.

Express individual style in written composition.

Express individual style in written composition.

Demonstrate editing and proofreading skills, including peer editing.

Compose newspaper and/or magazine articles, features, illustrations, or ads.

Demonstrate the ability to use figurative language in original literary compositions.

Write original poetry, such as cinquain, haiku, or limerick.

Demonstrate use of:

- rhyme.
- rhythm.
- mood.
- figurative language.

Create and write original short stories, stories, and plays.

Use personal experiences, knowledge, and feelings as sources of writing.

Use brainstorming, discussion, and sharing to find and develop topics.

Use personal reading and subject area content as sources of topics.

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will:

Capitalize:

- first word of a sentence.
- first word of a direct quotation.
- first word of each line of an outline.
- proper adjectives.
- proper nouns, such as names of:
  - people.
  - cities.
  - states.
  - counties.
  - countries.
  - public buildings.
  - streets and avenues.
  - organizations and clubs.
  - animals.
  - historical events and holidays.
  - tribes, languages, religions, and peoples.
  - days and months.
  - geographical places.
- abbreviations and initials.
- greetings and closings in letters.
- the pronoun I.
- titles of persons.
- titles of literary and musical works.

Recognize the role of punctuation in clarifying communications.

Punctuate correctly all written work.

Use a period after:

- abbreviations and initials.
- declarative sentences.
- some imperative sentences.
- divisions of an outline.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a comma between a city and state and between the day of the month and the year.

Use a comma to separate words in a series.

Use a comma to set off explanatory words in a direct quotation.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a comma to set off nouns of direct address, transitional words and phrases, and introductory words and phrases.

Underline titles of books, magazines, and newspapers.

Use quotation marks around direct quotes and the titles of short stories, songs, and poems.

Use a colon after the greeting in a business letter.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

Use a hyphen to break words into syllables.

Use parentheses around examples.

LANGUAGE [USAGE] 4TH GRADE

OBJECTIVES: Students will:

Differentiate and demonstrate acceptable usage of:

- noun.
- verb.
- pronoun.
- adjective.
- adverb.
- prepositions.

Identify, define, and use the present, past, future, and present perfect tenses of verbs.

Use auxiliary (helping) verbs correctly.

Use common, proper, singular, singular possessive, plural, and plural possessive forms of nouns.

Use pronouns as subjects and objects, and to show possession.

Show agreement between a pronoun and its antecedent.

Use reflexive, demonstrative, relative, intensive, and personal pronouns.

Demonstrate proper use of prepositions, conjunctions, and interjections.

Recognize correct placement and form of modifiers.

Demonstrate understanding of subject-verb agreement.

Select conjunctions that make an alternate sentence express the same time relationship as a given sentence.

Change a sentence from a direct quotation to one of indirect quotation.

Given a sentence, develop a sentence with the same meaning.

GOAL: Students will:

Develop habits for good spelling by understanding and applying common spelling rules.

Develop preciseness in expression by recognizing the complexity of word meanings and connotations.

Transfer spelling and vocabulary knowledge to all content areas.

OBJECTIVES: Students will:

Recognize sound/symbol relationships, including:

- consonants.
- vowels.
- vowel digraphs.
- consonant clusters.
- consonant digraphs.
- silent letters.

Become aware of word regularities by recognizing:

- graphemic bases.
- spelling patterns.
- root words.
- prefixes and suffixes.
- combining forms.
- contractions.
- compounds.

Recognize spelling irregularities.

Decode multi-syllable words.

Select incorrectly spelled words from altertatives.

Select words that contain spelling transpositions.

Use diacritical marks to determine pronunciation of words.

Recognize synonyms, homonyms, and antonyms.

Choose word meanings that match context.

Understand that word choice denotes connotation.

Recognize the etymology of words.

LIBRARY SKILLS 4TH GRADE

GOAL: Students will develop confidence and skill in using the library and its resources.

OBJECTIVES: Students will:

Name and explain parts of a book, including:

- title page.
- table of contents:
  - chapter.
  - page number.
- glossary.
- index:
  - key words.
  - main topics.
  - sub topics.
  - cross reference.

Locate information by using the parts of a book as a guide.

Identify the topic in a given chapter of a book.

Consider appropriateness and accuracy in determining the source to use in finding information on a given topic.

Locate information in a dictionary, using a pronunciation key, guide words, and alphabetizing skills.

Alphabetize words using first, second, third and fourth letters of word.

Select the beginning, middle, or end of a dictionary to determine location of words.

Select correct dictionary meanings for a word in context.

Use a dictionary to determine meaning and usage of words.

Locate information in an encyclopedia, using key words, entry words, guide words, section headings, volume numbers, and cross references.

Interpret information from maps, globes, tables, graphs, schedules, charts, and diagrams.

Locate information in other sources, such as atlases, thesauruses, almanacs, newspapers, magazines, vertical files, and audio-visual resources.

Identify specific information on author, title, and subject cards in the card catalogue.

Locate information using the card catalogue.

Employ the Dewey Decimal System in locating information in the library.

Report in an organized, accurate manner, applying the following skills:

- classifying.
- summarizing.
- outlining.
- note-taking.

GOAL: Students will:
Develop the ability to relate their experiences with various literary forms to themselves and to the world around them.

GOAL: Students will gain an appreciation of literature that will extend into adulthood.

OBJECTIVES: Students will:

Utilize the response based approach to literature.

Identify and examine elements of literature, including:

- setting.
- plot.
- character.
- conflict.
- tone.
- style.

Identify and use techniques in literature, including:

- point of view.
- exaggeration.
- personification.
- simile.
- metaphor.
- flashback.
- idiomatic language.
- rhyme and rhythm.
- alliteration.

Distinguish theme and main idea in literary works.

Relate theme and main idea to individual experiences and to world views.

Distinguish between fact and opinion.

Distinguish between realism and fantasy.

Distinguish between nonfiction and fiction.

Formulate logical conclusions from selected works.

Evaluate actions of individuals and/or groups.

Recognize cause-effect relationships.

Identify sequence of events.

Read for details.

Read with expression.

Consider appropriateness and accuracy of literary works.

Compare and contrast material in a passage.

Compose statements summarizing a passage.

Experience and appreciate literary forms, including:

- Fantasy.
- Fables.
- Short stories.
- Legends.
- Tall Tales.
- Folklore.
- Plays.
- Science fiction.
- Historical fiction.
- Modern realistic fiction.
- Poetry.
- Plays.
- Biographies.
- Autobiographies.
- Humor.
- Various musical compositions.
- Limericks.

Experience and appreciate for enrichment and motivation the following related forms of artistic expression:

- painting.
- drawing.
- printmaking.
- sculpture.
- fiber arts.
- motion pictures.
- live productions of plays.
- dance.
- musical performances.
- architecture.
- folk art.

LISTENING SKILLS:

GOAL: Students will develop the ability to listen attentively and courteously.

OBJECTIVES: Students will:

Demonstrate courtesy in listening.

Practice listening with attention.

Demonstrate critical listening skills.

Recognize the effect of nonverbal messages on verbal communication.

Distinguish between standard and nonstandard English.

Recall information.

Formulate logical conclusions from information presented orally.

SPEAKING SKILLS:

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through speech.

OBJECTIVES: Students will:

Use proper voice and diction skills, good posture, eye contact, and gestures.

Use inflection and intonation for emphasis of ideas and reflection of moods.

Present thoughts and information with organization.

Practice:

giving directions.
making announcements.
relaying messages.
conducting interviews.
parliamentary procedure.
polite requests.

Answer questions with clarity and in complete sentences.

Participate in small and large group problem-solving and decision-making.

Participate in group and panel discussions.

Assume leadership roles in group discussions.

Prepare and deliver:

- book reviews.
- persuasive speeches.
- demonstrations.
- reports.
- original poetry.
- original stories.

Recite with appropriate expressiveness selected literary material.

Participate in choral reading.

Create and perform:

- skits.
- plays.
- puppet shows.
- pantomimes.

Discuss and role play interviews as preparation for conducting news-gathering interviews.

Tell jokes, stories, and anecdotes.

Tell a story to younger children and/or peers.

Use words and gestures which express ideas and concepts effectively.

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Maintain legibility standards in all written work.

Write simple sentences.

Practice expanding sentences.

Combine simple sentences into compound sentences.

Employ a writing process in all formal writings.

Demonstrate paragraph development skills.

- Select and limit a topic.
- Formulate a topic sentence.
- Develop a paragraph with details or examples.
- Arrange information according to time, space, or importance.
- Formulate a closing sentence.
- Edit for unity, order, and coherence.

Utilize paragraph development skills in writing narrative, descriptive, and explanatory paragraphs.

Write book reviews.

Write a research report which includes an introduction, body, conclusion, and bibliography.

Write multi-paragraph compositions, essays, and narrative writings.

Write essays of persuasion.

Write step-by-step directions.

Demonstrate outlining and note-taking skills.

Write business and social letters according to standard form, employing formal and informal usage.

Practice addressing envelopes according to standard form.

Prepare introductions, announcements, and messages.

Record phone messages accurately.

Vary sentence structure in written composition.

Vary sentence structure in written composition.

Express individual style in written composition.

Demonstrate editing and proofreading skills, including peer editing.

Compose newspaper and/or magazine articles, features, illustrations, or ads.

Compose and explain a solution to a scientific or a mathematical problem.

Demonstrate the ability to use figurative language in original literary compositions.

Write original poetry, such as cinquain, haiku, or limericks.

Demonstrate use of:

- rhyme.
- rhythm.
- mood.
- figurative language.

Create and write original short stories, stories, and plays.

Use personal experiences, knowledge, and feelings as sources of writing.

Use brainstorming, discussion, and sharing to find and develop topics.

Record ideas, observations, facts, and questions for later use.

Use personal reading and subject area content as sources of topics.

Use evidence such as illustration, examples, and verifiable sources to develop and support a topic.

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will capitalize:

- first word of a sentence.
- first word of a direct quotation.
- first word of each line of an outline.
- proper adjectives.
- proper nouns such as:
  - names of:
    - people.
    - cities.
    - states.
    - counties.
    - countries.
    - public buildings.
    - streets and avenues.
    - organizations and clubs.
    - titles of persons.
    - animals.
    - tribes, languages, religions, and peoples.
    - geographical places.
- titles of persons.
- titles of literary and musical works.
- historical events and holidays.
- days and months.
- abbreviations and initials.
- greetings and closings in letters.
- the pronoun I.

Recognize the role of punctuation in clarifying communications.

Punctuate correctly all written work.

Use a period after:

- abbreviations and initials.
- declarative sentences.
- some imperative sentences.
- divisions of an outline.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a comma before conjunctions in compound sentences.

Use a comma between a city and state and between the day of the month and the year.

Use a comma to separate words in a series.

Use a comma to set off explanatory words in a direct quotation.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a comma to set off nouns of direct address, transitional words and phrases, and introductory words and phrases.

Underline titles of books, magazines, and newspapers.

Use quotation marks around direct quotes and the titles of short stories, songs, and poems.

Use a colon after the greeting in a business letter.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

Use a hyphen to break a word into syllables.

Use parentheses around examples.

OBJECTIVES: Students will:

Differentiate and demonstrate acceptable usage of:

- noun.
- verb.
- pronoun.
- adjective.
- adverb.
- preposition.

Identify, define, and use the present, past, future, and present perfect tenses of verbs.

Use auxiliary (helping) verbs correctly.

Use common, proper, singular, singular possessive, plural, and plural possessive forms of nouns.

Use pronouns as subjects and objects and to show possession.

Show agreement between a pronoun and its antecedent.

Use reflexive, demonstrative, relative, intensive, and personal pronouns.

Demonstrate proper use of prepositions, conjunctions, and interjections.

Recognize correct placement and form of modifiers.

Demonstrate understanding of subject-verb agreement.

Select conjunctions that make an alternate sentence express the same time relationship as a given sentence.

Change a sentence from a direct quotation to one of indirect quotation.

Given a sentence, develop a sentence with the same meaning.

SPELLING - VOCABULARY 5TH GRADE

GOAL: Students will:

Develop habits for good spelling by understanding and applying common spelling rules.

Students will develop preciseness in expression by recognizing the complexity of word meanings and connotations.

Transfer spelling and vocabulary knowledge to all content areas.

OBJECTIVES: Students will:

Recognize sound/symbol relationships, including:

- consonants.
- vowels.
- vowel digraphs.
- consonant clusters.
- consonant digraphs.
- silent letters.

Become aware of word regularities by recognizing:

- graphemic bases.
- spelling patterns.
- root words.
- prefixes and suffixes.
- combining forms.
- contractions.
- compounds.

Recognize spelling irregularities.

Decode multi-syllable words.

Select incorrectly spelled words from alternatives.

Select words that contain spelling transpositions.

Use diacritical marks to determine punctuation of words.

Recognize synonyms, homonyms, and antonyms.

Choose word meanings that match context.

Understand that word choice denotes connotation.

Recognize the etymology of words.

LIBRARY SKILLS 5TH GRADE

GOAL: Students will develop confidence and skill in using the library and its resources.

OBJECTIVES: Students will:

Name and explain parts of a book, including:

- title page.
- table of contents:
  - chapter.
  - page number.
- glossary.
- index:
  - key words.
  - main topics.
  - sub topics.
  - cross reference.

Locate information by using the parts of a book as a guide.

Identify the topic in a given chapter of a book.

Consider appropriateness and accuracy in determining the source to use in finding information on a given topic.

Locate information in a dictionary, using a pronunciation key, guide words, and alphabetizing skills.

Alphabetize words using first, second, third, and fourth letters of a word.

Select the beginning, middle, or end of a dictionary to determine location of words.

Select correct dictionary meanings for a word in context.

Use a dictionary to determine meaning and usage of words.

Locate information in an encyclopedia, using key words, entry words, guide words, section headings, volume numbers, and cross references.

Interpret information from maps, globes, tables, graphs, schedules, charts, and diagrams.

Locate information in other sources, such as atlases, thesauruses, almanacs, newspapers, magazines, vertical files, and audio-visual resources.

Identify specific information on author, title, and subject cards in the card catalogue.

Locate information using the card catalogue.

Employ the Dewey Decimal System in locating information in the library.

Report in an organized, accurate manner, applying the following skills:

- classifying.
- summarizing.
- outlining.
- note-taking.

LITERATURE 5TH GRADE

GOAL: Students will:

Develop the ability to relate their experiences with various literary forms to themselves and to the world around them.

Gain an appreciation of literature that will extend into adulthood.

OBJECTIVES: Students will:

Utilize the response-based approach to literature.

Identify and examine elements of literature, including:

- setting.
- plot.
- character development.
- conflict.
- tone.
- style.
- author's purpose.

Identify and use techniques in literature, including:

- point of view.
- exaggeration.
- personification.
- simile.
- metaphor.
- flashback.
- foreshadowing.
- imagery.
- idiomatic language.
- rhyme and rhythm.
- alliteration.

Distinguish theme and main idea in literary works.

Relate theme and main idea to individual experiences and to world views.

Distinguish between fact and opinion.

Distinguish between realism and fantasy.

Distinguish between nonfiction and fiction.

Formulate logical conclusions from selected works.

Evaluate actions of individuals and groups.

Recognize bias.

Recognize cause-effect relationships.

Identify sequence of events.

Read for details.

Read with expression.

Consider appropriateness and accuracy of literary works.

Compare and contrast material in a passage.

Compose statements summarizing a passage.

Experience and appreciate literary forms, including:

- Fantasy.
- Fables.
- Short stories.
- Legends.
- Tall Tales.
- Myths.
- Folklore.
- Plays.
- Science fiction.
- Historical fiction.
- Modern realistic fiction.
- Poetry.
- Plays.
- Biographies.
- Autobiographies.
- Humor.
- Various musical compositions.

Appreciate the uniqueness of literary works from differing nationalities, ethnic groups, and locales.

Compare and appreciate differences and similarities in cultures, life styles, and human experience.

Realize that literature is a form of artistic expression.

Participate in sustained silent reading of student selected material.

Listen to literary selections as a source of pleasure.

Share favorite selections with peers.

ORAL COMMUNICATION 6TH GRADE

LISTENING SKILLS:

GOAL: Students will develop the ability to listen attentively and courteously.

OBJECTIVES: The student will:

Demonstrate courtesy in listening.

Practice listening with attention.

Demonstrate critical listening skills.

Recognize the effect of nonverbal messages on verbal communication.

Distinguish between standard and nonstandard English.

Recall information.

Formulate logical conclusions from information presented orally.

SPEAKING SKILLS:

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through speech.

OBJECTIVES: Students will:

Use proper voice and diction skills, good posture, eye contact, and gestures.

Use inflection and intonation for emphasis of ideas and reflection of moods.

Present thoughts and information with organization.

Practice:

giving directions.
making announcements.
relaying messages.
conducting interviews.
parliamentary procedure.
polite requests.

Answer questions with clarity and in complete sentences.

Participate in small and large group problem-solving and decision-making.

Participate in group and panel discussions.

Assume leadership roles in group discussions.

Prepare and deliver:

- book reviews.
- persuasive speeches.
- impromptu speeches.
- demonstrations.
- reports.
- original poetry.
- original stories.

Recite with appropriate expressiveness selected literary material.

Participate in choral reading.

Create and perform:

- skits.
- plays.
- puppet shows.
- pantomimes.

Discuss and role play interviews as preparation for conducting news-gathering interviews.

Tell a story to younger children and/or peers.

Use words and gestures which express ideas and concepts effectively.

WRITTEN COMPOSITION 6TH GRADE

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Maintain legibility standards in all written work.

Write simple sentences.

Practice expanding sentences.

Combine simple sentences into compound sentences.

Employ a writing process in all formal writing.

Demonstrate paragraph development skills.

Select and limit a topic.
Formulate a topic sentence.
Develop a paragraph with details or examples.
Arrange information according to time, space, or importance.
Formulate a closing sentence.
Edit for unity, order, and coherence.

Utilize paragraph development skills in writing narrative, descriptive, and explanatory paragraphs.

Write book reviews.

Write a research report which includes an introduction, body, conclusion, and bibliography.

Write multi-paragraph compositions, essays, and narrative writings.

Write essays of persuasion.

Write step-by-step directions.

Demonstrate outlining and note-taking skills.

Write business and social letters according to standard form, employing formal and informal usage.

Practice addressing envelopes according to standard form.

Prepare introductions, announcements, and messages.

Record phone messages accurately.

Vary sentence structure in written composition.

Express individual style in written composition.

Demonstrate editing and proofreading skills, including peer editing.

Compose newspaper and/or magazine articles, features, illustrations, or ads.

Compose and explain a solution to a scientific or a mathematical problem.

Demonstrate the ability to use figurative language in original literary compositions.

Write original poetry, such as cinquain, haiku, or limerick.

Demonstrate use of:

- rhyme.
- rhythm.
- mood.
- figurative language.

Create and write original stories and plays.

Use personal experiences, knowledge, and feelings as sources of writing.

Use brainstorming, discussion, and sharing to find and develop topics.

Record ideas, observations, facts, and questions for later use.

Use personal reading and subject area content as sources of topics.

Use evidence such as illustration, examples, and verifiable sources to develop and support a topic.

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will capitalize:

- first word of a sentence.
- first word of a direct quotation.
- first word of each line of an outline.
- proper adjectives.
- proper nouns such as:
  - names of:
    - people.
    - cities.
    - states.
    - counties.
    - countries.
    - public buildings.
    - streets and avenues.
    - organizations and clubs.
    - animals
    - titles of persons.
    - titles of literary and musical works.
    - historical events and holidays.
    - tribes, languages, religions, and peoples.
    - days and months.
    - geographical places.
  - titles of persons.
  - titles of literary and musical works.
  - abbreviations and initials.
  - greetings and closings in letters.
  - the pronoun I.

Recognize the role of punctuation in clarifying communications.

Punctuate correctly all written work.

Use a period after:

- abbreviations and initials.
- declarative sentences.
- some imperative sentences.
- divisions of an outline.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a comma before conjunctions in compound sentences.

Use a comma between a city and state and between the day of the month and the year.

Use a comma to separate words in a series.

Use a comma to set off explanatory words in a direct quotation.

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Use a comma to set off nouns of direct address, transitional words and phrases, appositives, and introductory words and phrases.

Underline titles of books, magazines, and newspapers.

Use quotation marks around direct quotes and the titles of short stories, songs, and poems.

Use a colon after the greeting in a business letter.

Use a question mark after interrogative sentences.

Use apostrophes in contractions and possessive nouns.

Use a hyphen to break words into syllables.

Use parentheses around examples.

OBJECTIVES: Students will:

Differentiate and demonstrate acceptable use of the eight parts of speech.

Identify, define, and use the present, past, future, present perfect, and future perfect tenses of verbs.

Use auxiliary (helping) verbs correctly.

Distinguish between linking and action verbs.

Identify and demonstrate proper use of negatives.

Use common, proper, singular, singular possessive, plural, and plural possessive forms of nouns.

Use pronouns as subjects and objects and to show possession.

Show agreement between a pronoun and its antecedent.

Use reflexive, demonstrative, relative, intensive, and personal pronouns.

Demonstrate proper use of prepositions, conjunctions, and interjections.

Recognize correct placement and form of modifiers.

Demonstrate understanding of subject-verb agreement.

Select conjunctions that make an alternate sentence express the same time relationship as a given sentence.

Change a sentence from a direct quotation to one of indirect quotation.

Given a sentence, develop a sentence with the same meaning.

Recognize the use of phrases in expanded sentences.

GOAL: Students will:

Develop habits for good spelling by understanding and applying common spelling rules.

Develop preciseness in expression by recognizing the complexity of word meanings and connotations.

Transfer spelling and vocabulary knowledge to all content areas.

OBJECTIVES: Students will:

Recognize sound/symbol relationships, including:

- consonants.
- vowels.
- vowel digraphs.
- consonant clusters.
- consonant digraphs.
- silent letters.

Become aware of word regularities by recognizing:

- graphemic bases.
- spelling patterns.
- root words.
- prefixes and suffixes.
- combining forms.
- contractions.
- compounds.

Recognize spelling irregularities.

Decode multi-syllable words.

Select incorrectly spelled words from alternatives.

Select words that contain spelling transpositions.

Use diacritical marks to determine pronunciation of words.

Recognize synonyms, homonyms, and antonyms.

Choose word meanings that match context.

Understand that word choice denotes connotation.

Recognize the etymology of words.

LIBRARY SKILLS 6TH GRADE

GOAL: Students will develop confidence and skill in using the library and its resources.

OBJECTIVES: Students will:

Name and explain parts of a book, including:

- title page.
- table of contents:
  - chapter.
  - page number.
- glossary.

- index:
  - key words.
  - main topics.
  - sub topics.
  - cross reference.

Locate information by using the parts of a book as a guide.

Identify the topic in a given chapter of a book.

Consider appropriateness and accuracy in determining the source to use in finding information on a given topic.

Locate information in a dictionary, using a pronunciation key, guide words, and alphabetizing skills.

Alphabetize words using first, second, third, and fourth letters of a word.

Select the beginning, middle, or end of a dictionary to determine location of words.

Select correct dictionary meanings for a word in context.

Use a dictionary to determine meaning and usage of words.

Locate information in an encyclopedia, using key words, entry words, guide words, section headings, volume numbers, and cross references.

Interpret information from maps, globes, tables, graphs, schedules, charts, and diagrams.

Locate information in other sources, such as atlases, thesauruses, almanacs, newspapers, magazines, vertical files, and audio-visual resources.

Identify specific information on author, title, and subject cards in the card catalogue.

Locate information, using the card catalogue.

Employ the Dewey Decimal System in locating information in the library.

Report in an organized, accurate, manner, applying the following skills:

- classifying.
- summarizing.
- outlining.
- note-taking.

GOAL: Students will:

Develop the ability to relate their experiences with various literary forms to themselves and to the world around them.

Gain an appreciation of literature that will extend into adulthood.

OBJECTIVES: Students will:

Utilize the response based approach to literature.

Identify and examine elements of literature, including:

- setting.
- plot.
- character.
- conflict.
- tone.
- style.
- author's purpose.

Identify and use techniques in literature, including:

- point of view.
- exaggeration.
- personification.
- simile.
- metaphor.
- flashback.
- foreshadowing.
- imagery.
- idiomatic language.
- rhyme and rhythm.
- alliteration.

Distinguish theme and main idea in literary works.

Relate theme and main idea to individual experiences and to world views.

Distinguish between fact and opinion.

Distinguish between realism and fantasy.

Distinguish between nonfiction and fiction.

Formulate logical conclusions from selected works.

Evaluate actions of individuals and groups.

Recognize bias.

Recognize cause-effect relationships.

Identify sequence of events.

Read for details.

Read with expression.

Consider appropriateness and accuracy of literary works.

Compare and contrast material in a passage.

Compose statements summarizing a passage.

Examine literary forms, including:

- Fantasy.
- Fables.
- Short stories.
- Legends.
- Tall Tales.
- Myths.
- Folklore.
- Plays.
- Science fiction.
- Historical fiction.
- Modern realistic fiction.
- Novels.
- Poetry.
- Plays.
- Biographies.
- Autobiographies.
- Essays.
- Humor.
- Various musical compositions.

Appreciate the uniqueness of literary works from differing nationalities, ethnic groups, and locales.

Compare and appreciate differences and similarities in cultures, life styles, and human experience.

Realize that literature is a form of artistic expression.

Participate in sustained silent reading of student selected material.

Listen to literary selections as a source of pleasure.

Share favorite selections with peers.

TWO SAMPLE WRITING PROCESSES:

The Writing Process:

1. Pre-writing
   A. Selecting and limiting a topic
   B. Finding and recording information
   C. Classifying information

2. Writing
   A. Determining purpose, audience, point of view, and form
   B. Forming a topic sentence or identifying a central theme
   C. Selecting and arranging material
   D. Completing the rough draft

3. Revising
   A. Revising the composition
   B. Editing the composition

4. Rewriting
   A. Writing the final draft
   B. Proofreading the final draft

The Writing Process:

Pre-writing

deciding topics
gathering ideas and facts
thinking
discussing
outlining (formal or free-form)
free-writing
brainstorming
role playing

Writing

writing a rough draft
organizing
rereading
revising ideas

Post writing

revision
- sentence variety
- support for thesis
- word choice
- transitions

editing/proofreading
- spelling
- punctuation
- usage
- penmanship

publication
- reading aloud
- displaying
- entering contests
- class publication
- school publication
- community publication
- sharing with other grade-levels
- presenting in other content-areas

TEACHING "CORRECTNESS" THROUGH WRITING Joan Schooler, Lakes Jr. High, Coeur d'Alene, ID

This list includes Caldecott Award and Newbery Award winners. It is neither comprehensive nor restrictive. The reading level and maturity of each student should be considered when guiding book selection.



| TITLE | AUTHOR | GRADE |
|---|---|---|
| Happy Day | Krauss | 1 |
| Have You Seen My Duckling? | Tafuri | 1 |
| Puss in Boots | Perrault | 1 |
| Frog Went a Courtin' | Langstaff | 2 |
| Tree Is Nice | Udry | 2 |
| All Falling Down | Zion | 2 |
| Blueberries for Sal | McCloskey | 2 |
| Child's Good Night Book | Brown | 2 |
| Crow Boy | Yashima | 2 |
| Freight Train | Crews | 2 |
| Frog and Toad Are Friends | Lobel | 2 |
| Goggles! | Keats | 2 |
| Just Me | Ets | 2 |
| Little Bear's Visit | Minarik | 2 |
| Moon Jumpers | Udry | 2 |
| On Market Street | Lobel | 2 |
| Play with Me | Ets | 2 |
| Ten, Nine, Eight | Bang | 2 |
| Treasure | Shulevitz | 2 |
| Truck | Crews | 2 |
| ABC Bunny | Gag | 2 |
| Frog and Toad Together | Lobel | 2 |
| Abraham Lincoln | D'Aulaire | 3 |
| Always Room for One More | Leodhas | 3 |
| Arrow to the Sun | McDermott | 3 |
| Big Snow | Hader | 3 |
| Biggest Bear | Ward | 3 |
| Chanticleer and the Fox | Cooney | 3 |
| Cinderella | Perrault | 3 |
| Drummer Hoff | Emberley | 3 |
| Duffy and the Devil | Zemach | 3 |
| Egg Tree | Milhous | 3 |
| Finders Keepers | Will | 3 |
| Funny Little Woman | Mosel | 3 |
| Glorious Flight | Provensen | 3 |
| Little House | Burton | 3 |
| Little Island | MacDonald | 3 |
| Madeline's Rescue | Bemelmans | 3 |
| May I Bring a Friend? | De Regniers | 3 |
| Nine Days to Christmas | Ets | 3 |
| Noah's Ark | Spier | 3 |
| Once a Mouse | Brown | 3 |
| One Fine Day | Hogrogian | 3 |
| Prayer for a Child | Field | 3 |
| Rooster Crows | Petersham | 3 |
| Sam, Bangs, and Moonshine | Ness | 3 |
| Shadow | Cendrars | 3 |
| Snowy Day | Keats | 3 |
| Song of the Swallows | Politi | 3 |
| Sylvester and the Magic Pebble | Steig | 3 |

| TITLE | AUTHOR | GRADE |
|---|---|---|
| Time of Wonder | McCloskey | 3 |
| Alexander and the Wind-Up Mouse | Lionni | 3 |
| Amazing Bone | Steig | 3 |
| Anansi the Spider | McDermott | 3 |
| Andy and the Lion | Daugherty | 3 |
| April's Kittens | Newberry | 3 |
| Barkis | Newberry | 3 |
| Bartholomew and the Oobleck | Seuss | 3 |
| Ben's Trumpet | Sadora | 3 |
| Chair for My Mother | Williams | 3 |
| Fox Went Out on a Chilly Night | Spier | 3 |
| Frederick | Lionni | 3 |
| Golem | McDermott | 3 |
| Grey Lady and the Strawberry Snatcher | Bang | 3 |
| Hansel and Gretel | Lesser | 3 |
| Hawk, I'm Your Brother | Baylor | 3 |
| Hide and Seek Frog | Tresselt | 3 |
| If I Ran the Zoo | Seuss | 3 |
| In the Forest | Ets | 3 |
| Jambo Means Hello | Feelings | 3 |
| Journey Cake, Ho! | Sawyer | 3 |
| Judge, an Untrue Tale | Zemach | 3 |
| Little Red Riding Hood | Hyman | 3 |
| Madeline | Bemelmans | 3 |
| McEligot's Pool | Seuss | 3 |
| Mice Twice | Low | 3 |
| Moja Means One | Feelings | 3 |
| Mother Goose | Walck | 3 |
| Mr. Rabbit and the Lovely Present | Zolotow | 3 |
| Nothing at All | Gag | 3 |
| One Morning in Maine | McCloskey | 3 |
| Outside Over There | Sendak | 3 |
| Pedro, the Angel of Olvera Street | Politi | 3 |
| Rain Drop Splash | Tresselt | 3 |
| Rain Makes Applesauce | Scheer | 3 |
| Stone Soup : An Old Tale | Brown | 3 |
| Swimmy | Lionni | 3 |
| Thanksgiving Story | Dalgliesch | 3 |
| Three Jovial Huntsmen | Jeffers | 3 |
| Thy Friend, Obadiah | Turkle | 3 |
| Umbrella | Yashima | 3 |
| Very Special House | Krauss | 3 |
| Way to Start a Day | Baylor | 3 |
| What Do You Say, Dear? | Joslin | 3 |
| When I Was Young in the Mountains | Rylant | 3 |
| Annie and the Old One | Miles | 3 |
| Bears on Hemlock Mountain | Dalgliesh | 3 |
| Doctor De Soto | Steig | 3 |
| Like Jake and Me | Jukes | 3 |
| Millions of Cats | Gag | 3 |

| TITLE | AUTHOR | GRADE |
|---|---|---|
| Ashanti to Zulu | Musgrove | 4 |
| Baboushka and the Three Kings | Robbins | 4 |
| Fool of the World and the Flying Ship | Ransome | 4 |
| Girl Who Loved Wild Horses | Gobel | 4 |
| Jumanji | Van Allsburg | 4 |
| Make Way for Ducklings | McCloskey | 4 |
| Many Moons | Thurber | 4 |
| Mei Li | Handforth | 4 |
| Ox-Cart Man | Hall | 4 |
| Saint George and the Dragon | Hodges | 4 |
| Sam. George, and the Dragon | Hodges | 4 |
| They Were Strong and Good | Lawson | 4 |
| Where the Wild Things Are | Sendak | 4 |
| Breman-Town Musicians | Plume | 4 |
| Castle | Macaulay | 4 |
| Contest | Hogrogian | 4 |
| Day We Saw the Sun Come Up | Goudey | 4 |
| Desert Is Theirs | Baylor | 4 |
| Dick Whittington and His Cat | Brown | 4 |
| Fish for Supper | Goffstein | 4 |
| Garden of Abdul Gasazi | Van Allsburg | 4 |
| Henry--Fisherman | Brown | 4 |
| Houses from the Sea | Goudey | 4 |
| It Could Always Be Worse | Zemach | 4 |
| My Mother Is the Most Beautiful Woman in the Wor | Reyher | 4 |
| Paddle-to-the-Sea | Holling | 4 |
| Snow White and the Seven Dwarfs | Gag | 4 |
| Snow-White and the Seven Dwarfs | Grimm | 4 |
| Steadfast Tin Soldier | Andersen | 4 |
| Storm Book | Zolotow | 4 |
| Story of Jumping Mouse | Steptoe | 4 |
| Strega Nona | DePaola | 4 |
| Visit to William Blake's Inn | Willard | 4 |
| Where the Buffaloes Begin | Baker | 4 |
| Bridge to Terabithia | Patterson | 4 |
| Dear Mr. Henshaw | Cleary | 4 |
| King of the Wind | Henry | 4 |
| M.C. Higgins, the Great | Hamilton | 4 |
| Animal Family | Jarrell | 4 |
| Black Pearl | O'Dell | 4 |
| Cricket in Times Square | Selden | 4 |
| Family Under the Bridge | Carlson | 4 |
| Golden Name Day | Lindquist | 4 |
| Good Master | Seredy | 4 |
| Hundred Dresses | Estes | 4 |
| Hundred Penny Box | Mathis | 4 |
| Jennifer, Hecate,Macbeth, William McKinley, and | Konigsburg | 4 |
| Justin Morgan Had a Horse | Henry | 4 |
| Kneeknock Rise | Babbitt | 4 |
| Little Town on the Prairie | Wilder | 4 |

| TITLE | AUTHOR | GRADE |
|---|---|---|
| Long Winter | Wilder | 4 |
| Minn of the Mississippi | Holling | 4 |
| Misty of Chincoteague | Henry | 4 |
| Misty of Chinoteague | Henry | 4 |
| Mr. Popoperls Penguins | Atwater | 4 |
| My Father's Dragon | Gannett | 4 |
| My Side of the Mountain | George | 4 |
| Seabird | Holling | 4 |
| Shadrach | De Jong | 4 |
| Sugaring Time | Lasky | 4 |
| When Shiemiel Went to Warsaw and Other Stories | Singer | 4 |
| Wish Giver | Brittain | 4 |
| Zlateh the Goat and Other Stories | Singer | 4 |
| Fables | Lobel | 5 |
| In the Night Kitchen | Sendak | 5 |
| Marguerite DeAngeli's Book of Nursery and Mother | DeAngeli | 5 |
| Amos Fortune, Free Man | Yates | 5 |
| And Now Miguel | Krumgold | 5 |
| Bronze Bow | Speare | 5 |
| Caddie Woodlawn | Brink | 5 |
| Call It Courage | Sperry | 5 |
| Carry on Mr. Bowditch | Latham | 5 |
| Dark Frigate | Hawes | 5 |
| Dicey's Song | Voigt | 5 |
| Door in the Wall | DeAngeli | 5 |
| From the Mixed-up Files of Mrs. Basil E. Frankwe | Konigsburg | 5 |
| Gay Neck | Mukerji | 5 |
| Ginger Pye | Estes | 5 |
| Grey King | Cooper | 5 |
| High King | Alexander | 5 |
| Hitty, Her First Hundred Years | Field | 5 |
| Matchlock Gun | Edmonds | 5 |
| Miss Hickory | Bailey | 5 |
| Mrs. Frisby and the Rats of NIMH | O'Brien | 5 |
| Onion John | Krumgold | 5 |
| Rabbit Hill | Lawson | 5 |
| Rifles for Watie | Keith | 5 |
| Secret of the Andes | Clark | 5 |
| Shadow of the Bull | Rodman | 5 |
| Shen of the Sea | Chrisman | 5 |
| Slave Dancer | Fox | 5 |
| Sounder | Armstrong | 5 |
| Strawberry Girl | Lenski | 5 |
| Summer of the Swans | Byars | 5 |
| Trumpeter of Krakow | Kelly | 5 |
| Twenty-One Balloons | Du Bois | 5 |
| Waterless Mountain | Armer | 5 |
| Wheel on the School | DeJong | 5 |
| White Stag | Seredy | 5 |
| Wrinkle in Time | L'Engle | 5 |

| TITLE | AUTHOR | GRADE |
|---|---|---|
| All Salis Set | Sperry | 5 |
| Along Came a Dog | De Jong | 5 |
| By the Shores of Silver Lake | Wilder | 5 |
| Charlotte's Web | White | 5 |
| Courage of Sarah Noble | Dalgliesh | 5 |
| Dark I Rising | Cooper | 5 |
| Dragonwings | Yep | 5 |
| Egypt Game | Snyder | 5 |
| Figgs and Phantoms | Raskin | 5 |
| Fledging | Langton | 5 |
| Great Gilly Hopkins | Paterson | 5 |
| Headless Cupid | Snyder | 5 |
| House of Sixty Fathers | De Jong | 5 |
| Hurry Home, Candy | De Jong | 5 |
| My Brother Sam Is Dead | Collier | 5 |
| Noonday Friends | Stolz | 5 |
| Old Yeller | Gipson | 5 |
| On the Banks of Plum Creek | Wilder | 5 |
| One-Eyed Cat | Fox | 5 |
| Our-Eddie | Ish-Kishor | 5 |
| Philip Hall Likes Me | Greene | 5 |
| Planet of Junior Brown | Hamilton | 5 |
| Ramona and Her Father | Cleary | 5 |
| Ramona Quimby, Age 8 | Cleary | 5 |
| Rascal | North | 5 |
| Rufus M | Estes | 5 |
| Sign of the Beaver | Speare | 5 |
| Sing down the Moon | O'Dell | 5 |
| Sweet-Whispers, Brother Rush | Hamilton | 5 |
| These Happy Golden Years | Wilder | 5 |
| Tombs of Atuan | Le Guin | 5 |
| Upon the Head of the Goat | Siegal | 5 |
| Upstairs Room | Reiss | 5 |
| Witches of Worm | Snyder | 5 |
| Cathedral | Macaulay | 6 |
| Hero and the Crown | McKinley | 6 |
| Adam of the Road | Gray | 6 |
| Cat Who Went to Heaven | Coatsworth | 6 |
| Dobry | Shannon | 6 |
| Gathering of Days | Blos | 6 |
| I, Juan De Pareja | Trevino | 6 |
| Invincible Louisa | Meigs | 6 |
| Island of the Blue Dolphins | O'Dell | 6 |
| It's Like This, Cat | Neville | 6 |
| Jacob Have I Loved | Paterson | 6 |
| Johnny Tremain | Forbes | 6 |
| Julie of the Wolves | George | 6 |
| Miracles on Maple Hill | Sorenson | 6 |
| Roll of Thunder, Hear My Cry | Taylor | 6 |
| Smoky, the Cowhorse | James | 6 |

| TITLE | AUTHOR | GRADE |
|---|---|---|
| Tales from Silver Lands | Finger | 6 |
| Thimble Summer | Enright | 6 |
| Up a Road Slowly | Hunt | 6 |
| Witch of Blackbird Pond | Speare | 6 |
| Young Fu of the Upper Yangtz | Lewis | 6 |
| Abel's Island | Steig | 6 |
| Anpao | Highwater | 6 |
| Black Cauldron | Alexander | 6 |
| Blue Sword | McKinley | 6 |
| Blue Willow | Gates | 6 |
| Graven Images | Fleischman | 6 |
| Homesick, My Own Story | Fritz | 6 |
| King's Fifth | O'Dell | 6 |
| Middle Moffat | Estes | 6 |
| Pecos Bill, the Greatest Cowboy of All Time | Bowman | 6 |
| Perilous Guard | Pope | 6 |
| Perilous Road | Steele | 6 |
| Ring of Endless Light | L'Engle | 6 |
| Solitary Blue | Voigt | 6 |
| String in the Harp | Bond | 6 |
| Hero and the Crown | McKinley | 7 |
| Frontier Living | Tunis | 7 |
| Incident at Hawk's Hill | Eckert | 7 |
| Moves Make the Man | Brooks | 7 |
| Road from Home : The Story of an Armenian Girl | Kherdian | 7 |
| Story of Mankind | Van Loon | 8 |
| Westing Game | Raskin | 8 |

ORAL COMMUNICATION 7TH AND 8TH GRADES

LISTENING SKILLS:

GOAL: Students will develop the ability to listen attentively and courteously.

OBJECTIVES: Students will:

Review and reinforce all skills developed in grades K through 6.

Demonstrate courtesy in listening.

Practice listening for directions and for information.

Develop skills in distinguishing bias, stereotype, fact, and opinion.

Evaluate mass media forms and techniques.

Recognize the effect of nonverbal messages on verbal communication.

Distinguish between standard and nonstandard English.

Recall information.

Formulate logical conclusions from information presented orally.

Listen with an open mind.

SPEAKING SKILLS:

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through speech.

OBJECTIVES: Students will:

Review and reinforce all skills developed in grades K through 6

Use proper voice and diction skills, good posture, eye contact, and gestures.

Use inflection and intonation for emphasis of ideas and reflection of moods.

Present thoughts and information with organization.

Practice:

- giving directions.
- making announcements.
- relaying messages.
- conducting interviews.
- parliamentary procedure.
- polite requests.
- making introductions.
- responding to introductions.

Ask pertinent questions.

Answer questions with clarity.

Participate in small and large group problem-solving and decision-making.

Participate in group and panel discussions.

Assume leadership roles in group discussions.

Prepare and deliver oral presentations by following prescribed steps:

- Determine audience.
- Select the topic.
- Define the purpose.
- Select theme.
- Gather material.
- Organize material.
- Practice the presentation.
- Deliver the presentation.

Recite with appropriate expressiveness selected literary material.

Participate in choral reading.

Create and perform:

- skits.
- plays.
- puppet shows.
- pantomimes.

GOAL: Students will develop the ability to communicate their understanding of themselves and their universe through writing.

OBJECTIVES: Students will:

Maintain legibility standards in all written work.

Write simple sentences.

Maintain the concept of the four types of sentences:

- declarative.
- interrogative.
- exclamatory.
- imperative.

Practice expanding sentences.

Combine simple sentences to make compound and complex sentences.

Employ a writing process in all composition.

Demonstrate paragraph development skills.

- Select and limit a topic.
- Formulate a topic sentence.
- Develop a paragraph using facts, details, examples, or incidents.
- Develop a paragraph using cause-effect relationships.
- Develop a paragraph using the compare-contrast method.
- Arrange information according to time, space, or importance.
- Formulate a closing sentence.
- Edit for unity, order, and coherence.

Utilize paragraph development skills in writing narrative, descriptive, and explanatory paragraphs.

Write a research report which includes an introduction, body, conclusion, and bibliography.

Write multi-paragraph compositions and essays.

Create and write short stories, narratives, and plays.

Compose newspaper and/or magazine articles, features, illustrations, or ads.

Demonstrate the ability to use figurative language, imagination, and persuasion in original literary compositions.

Write original poetry, such as cinquain, haiku, or limerick.

Demonstrate outlining skills.

Maintain letter writing skills.

Edit and proofread all work.

GOAL: Students will enhance the effectiveness of their communications through understanding and applying the rules of grammar.

OBJECTIVES: Students will capitalize:

- first word of a sentence.
- first word of a direct quotation.
- first word of each line of an outline.
- proper adjectives.
- proper nouns such as:
  - cities.
  - states.
  - counties.
  - countries.
  - public buildings.
  - streets and avenues.
  - names of organizations and clubs.
  - historical events and holidays.
  - tribes, languages, religions, and peoples.
  - days and months.
  - geographical places.
- abbreviations and initials.
- titles of persons.
- titles of literary works.
- greetings and closings in letters.
- the pronoun I.
- names of organizations.
- religious terms.

Identify terms that should not be capitalized.

Recognize the role of punctuation in clarifying communications.

Punctuate all written work correctly.

Use a period after:

- abbreviations.
- declarative sentences.
- some imperative sentences.
- divisions of an outline.

Use an exclamation point after an exclamatory sentence, some imperative sentences, and interjections.

Use a question mark after an interrogative sentence.

Use a comma before conjunctions in compound sentences.

and the year.

Use a comma to separate words in a series.

Use a comma to set off explanatory words in a direct quotation.

Use a comma after the greeting of a friendly letter and after the close of any letter.

Use a comma to set off nouns of direct address, transitional words and phrases, appositives, introductory words and phrases, and parenthetical expressions.

Use a comma to set off introductory adverbial clauses.

Underline titles of books, magazines, and newspapers.

Use quotation marks around direct quotes and the titles of short stories, songs, and poems.

Use an apostrophe to punctuate contractions and possessive nouns.

Use a semicolon to join the clauses of a compound sentence when no coordinating conjunction is used.

Use a semicolon before a conjunctive adverb that joins the clauses of a compound sentence.

Use a colon after the greeting in a business letter.

Use a hyphen between syllables at the end of a line.

OBJECTIVES: Students will:

Differentiate and demonstrate acceptable usage of the eight parts of speech.

Identify, define, and use the present, past, future, and perfect tenses of verbs.

Use auxiliary (helping) verbs correctly.

Distinguish between linking and action verbs.

Use common, proper, singular, singular possessive, plural, and plural possessive forms of nouns.

Use pronouns as subjects and objects and to show possession.

Select and use the correct form of personal, reflexive, demonstrative, relative, intensive, and indefinite pronouns.

Use pronouns in agreement with antecedents.

Demonstrate proper use of prepositions, coordinating and subordinating conjunctions, and interjections.

Use the correct form of modifiers.

Recognize correct placement of modifiers.

Demonstrate understanding of subject-verb agreement.

Select conjunctions that make an alternate sentence express the same time relationship as a given sentence.

Change a sentence from direct quotation to one of indirect quotation.

Given a sentence, develop an alternative sentence with the same meaning.

Identify and use the parts of a sentence, including:

direct objects.
indirect objects.
predicate nominatives.
predicate adjectives.
subjects (complete, simple, compound).
predicates (complete, simple, compound).

Write sentences with variety using clauses and phrases.

Combine simple sentences to produce complex and compound sentences.

Recognize and correct awkward sentence structure.

GOAL: Students will develop habits for good spelling by understanding and applying common spelling rules.

Students will develop preciseness in expression by recognizing the complexity of word meanings and connotations.

OBJECTIVES: Students will:

Recognize sound/symbol relationships, including:

- consonants.
- vowels.
- vowel digraphs.
- consonant clusters.
- consonant digraphs.
- silent letters.

Become aware of word regularities by recognizing:

- graphemic bases.
- spelling patterns.
- root words.
- prefixes and suffixes.
- combining forms.
- contractions.
- compounds.

Recognize spelling irregularities.

Decode multi-syllable words.

Select incorrectly spelled words from a group of words.

Select words that contain spelling transpositions.

Recognize synonyms, homonyms, and antonyms.

Choose word meanings that match context.

Understand that word choice denotes connotation.

Recognize the etymology of words.

Transform one part of speech to another by changing affixes.

Example:

| VERB | NOUN | ADJECTIVE | ADVERB |
|---|---|---|---|
| Accumulate | Accumulation | Accumulative | Accumulatively |

Analyze the sources of new words coming into the language.

Analyze old words used in new ways.

GOAL: Students will develop confidence and skill in using the library and its resources.

OBJECTIVES: Students will:

Name and explain parts of a book, including:

- title page.
- table of contents.
- glossary.
- index.

Locate information by using the parts of a book as a guide.

Locate information in a dictionary, using a pronunciation key, respelling, guide words, and alphabetizing skills.

Use a dictionary to determine meaning and usage of words.

Locate information in an encyclopedia, using key words, entry words, guide words, section headings, volume numbers, and cross references.

Locate information in other sources, such as atlases, thesauruses,almanacs, newspapers, magazines, and vertical files.

Locate information, using the Reader's Guide to Periodical Literature.

Identify specific information on author, title, and subject cards in the card catalogue.

Employ the Dewey Decimal System in locating information in the library.

GOAL: Students will:

Develop the ability to relate their experiences with various l
to themselves and to the world around them.

Gain an appreciation of literature that will extend into adult

OBJECTIVES: Students will:

Utilize the response based approach to literature.

Identify and examine elements of literature, including:

- setting.
- plot.
- character.
- conflict.
- tone.
- style.
- author's purpose.
- mood.

Recognize the rising action, conflict, climax, falling act
denouement in the plot structure of short stories, plays,

Identify sequence of events.

Identify and use techniques in literature, including:

- point of view.
- flashback.
- foreshadowing.

Identify and use devices of sound, including:

- rhyme.
- rhythm.
- alliteration.
- onomatopoeia.
- assonance.
- consonance.
- idiomatic language.

Identify and use devices of senses, including:

- symbols.
- metaphor.
- simile.
- personification.
- hyperbole.

Distinguish theme and main idea in literary works.

Relate theme and main idea to individual experiences and to world views.

Distinguish between fact and opinion.

Formulate logical conclusions from selected works.

Evaluate actions of individuals and groups.

Recognize bias.

Recognize cause-effect relationships.

Compare and contrast material in a passage.

Compose statements summarizing a passage.

Compose statements paraphrasing a passage.

Examine literary genres, including:

- Science fiction.
- Fantasy.
- Adventure.
- Folklore.
- Mythology.
- Legends.
- Biographies.
- Autobiographies.
- Short stories.
- Novels.
- Plays.
- Essays.
- Humor.

Read for both appreciation and enjoyment.

TWO SAMPLE WRITING PROCESSES:

| The Writing Process: | The Writing Process: |
|---|---|
| 1. Pre-writing | Pre-writing |
| A. Selecting and limiting a topic | deciding topics |
| B. Finding and recording information | gathering ideas and facts |
| C. Classifying information | thinking |
| | discussing |
| 2. Writing | outlining (formal or free-form) |
| A. Determining purpose, audience, point of view, and form | free-writing |
| B. Forming a topic sentence or identifying a central theme | brainstorming |
| C. Selecting and arranging material | role playing |
| D. Completing the rough draft | Writing |
| | writing a rough draft |
| 3. Revising | organizing |
| A. Revising the composition | rereading |
| B. Editing the composition | revising ideas |
| | Post writing |
| 4. Rewriting | |
| A. Writing the final draft | revision |
| B. Proofreading the final draft | sentence variety |
| | support for thesis |
| | word choice |
| | transitions |
| | editing/proofreading |
| | spelling |
| | punctuation |
| | usage |
| | penmanship |
| | publication |
| | reading aloud |
| | displaying |
| | entering contests |
| | class publication |
| | school publication |
| | community publication |
| | sharing with other grade-levels |
| | presenting in other content-areas |

TEACHING "CORRECTNESS" THROUGH WRITING Joan Schooler, Lakes Jr. High, Coeur d'Alene, ID

This reading list is neither comprehensive nor restrictive. The reading level of each student should be considered when guiding book selection.

| | |
|---|---|
| Adams, Richard | Watership Down |
| Adamson, Joy | Born Free |
| Alcott, Louisa May | Little Women |
| Alexander, Lloyd | The High King |
| Armstrong, William | Sounder |
| Austen, Jane | Pride and Prejudice |
| Austen, Jane | Sense and Sensibility |
| Bagnold, Enid | National Velvet |
| Barrett, William | Lillies of the Field |
| Bell, Margaret | Watch for a Tall White Sail |
| Blackmore, Richard | Lorna Doone |
| Borland, Hal | When the Legends Die |
| Bridgers, Sue Ellen | Home Before Dark |
| Bro, Marguerite | Sarah |
| Bronte, Charlotte | Jane Eyre |
| Bronte, Emily | Wuthering Heights |
| Burnford, Sheila | The Incredible Journey |
| Butler, William | The Butterfly Revolution |
| Byars, Betsy | The Summer of the Swans |
| Byars, Betsy | The Pinballs |
| Cameron, Eleanor | The Court of the Stone Children |
| Clark, Walter Van Tilburg | Oxbow Incident |
| Conrad, Joseph | Lord Jim |
| Cooper, Susan | The Dark is Rising |
| Cooper, Susan | Greenwitch |
| Cooper, Susan | The Gray King |
| Cooper, Susan | Silver on the Tree |
| Cooper,Susan | Over Sea, Under Stone (series) |
| Cormier, Bobert | I Am the Cheese |
| Cormier, Robert | The Chocolate War |
| Craven, Margaret | I Heard the Owl Call My Name |
| Daly, Maureen | Seventeenth Summer |
| Defoe, Daniel | Robinson Crusoe |
| DeMaurier, Daphne | Rebecca |
| Dickens, Charles | David Copperfield |
| Dickens, Charles | Great Expectations |
| Dickens, Charles | Oliver Twist |
| Dickens, Charles | Tale of Two Cities |
| Dixon, Paige | May I Cross Your Golden River? |
| Dodge, Mary | Hans Brinker |
| Duman, Aalexander | The Three Musketeers |
| Dumas, Alexander | The Count of Monte Crisco |
| Duncan, Lois | A Gift of Magic |
| Engdahl, Sylvia | Enchantress from the Stars |
| Engdahl, Sylvia | The Far Side of Evil |
| Engdahl, Sylvia | This Star Shall Abide |
| Fast, Howard | April Morning |
| Forbes, Ester | Johnny Tremain |
| Fox, Paula | The Slave Dancer |
| Freeman, Benedict | Mrs. Mike |
| Fuller, Margaret | Loon Feather |
| Gaines, Ernest | The Autobiography of Miss Jane Pittman |
| George, Jean | Julie of the Wolves |
| Gibson, Fred | Old Yeller |

| | |
|---|---|
| Gilbreth, Frank B. | Cheaper by the Dozen |
| Green, Hannah | I Never Promised You a Rose Garden |
| Greene, Betty | The Summer of My German Soldier |
| Gunther, John | Death Be Not Proud |
| Hawthorne, Nathaniel | The House of the Seven Gables |
| Hemingway, Ernest | Old Man and the Sea |
| Henry, Margaret | King of the Wind |
| Herriot, James | All Creatures Great and Small |
| Herriot, James | All Things Wise and Wonderful |
| Hersey, John | Hiroshima |
| Hilton, James | Goodbye, Mr. Chips |
| Hinton, S. E. | The Outsiders |
| Hinton, S. E. | Rumblefish |
| Hinton, S. E. | That Was Then, This Is Now |
| Hinton, S. E. | Tex |
| Hudson, W.H. | Greem Mansions |
| Hunt, Irene | Across Five Aprils |
| Jackson, Helen Hunt | Ramona |
| Keith, Harold | Rifles for Watie |
| Kennedy, John F. | Profiles in Courage |
| Kipling, Rudyard | Captain Courageous |
| Kipling, Rudyard | Kim |
| Kjilgaard, Jim | Big Red |
| Kjilgaard, Jim | Irish Red |
| Knowles, John | A Separate Peace |
| L'Engle, Madeleine | A Wind in the Door |
| L'Engle, Madeleine | A Swiftly Tilting Planet |
| L'Engle, Madeleine | A Wrinkle in Time |
| Lee, Mildred | The People Therein |
| Lewis, C. S. | Chronicles of Narnia (series) |
| Llewellyn, Richard | How Green Was My Valley |
| London, Jack | The Call of the Wild |
| London, Jack | Sea Wolf |
| London, Jack | White Fang |
| Marshall, Catherine | Christy |
| Melville, Herman | Moby Dick |
| Melville, Herman | Billy Budd |
| Mitchell, Margaret | Gone With the Wind |
| Montgomery, L. M. | Anne of Green Gables (series) |
| Murphy, Robert | The Pond |
| O'Brien, Robert | Z for Zachariah |
| O'Dell, Scott | Island of the Blue Dolphins |
| O'Dell, Scott | Child of Fire |
| O'Dell, Scott | Zia |
| O'Hara, Mary | Green Grass of Wyoming |
| O'Hara, Mary | My Friend Flicka |
| O'Hara, Mary | Thunderhead |
| Patterson, Katherine | Bridge to Terabithia |
| Patterson, Katherine | The Great Gilly Hopkins |
| Patterson, Katherine | The Master Puppeteer |
| Peck, Robert Newton | The Day No Pigs Would Die |
| Peyton, K. M. | A Pattern of Roses |
| Randall, Florence | The Almost Year |
| Rawlings, Marjorie | The Yearling |

| | |
|---|---|
| Remarque, Erich Maria | All Quiet on the Western Front |
| Richter, Conrad | The Light in the Forest |
| Roberts, Kenneth | Northwest Passage |
| Roberts, Willo Davis | The View From the Cherry Tree |
| Rolvang, O.E. | Giants in the Earth |
| Schaefer, Jack | Shane |
| Scott, Sir Walter | Ivanhoe |
| Sewell, Anna | Black Beauty |
| Smith, Betty | Joy in the Morning |
| Smith, Betty | A Tree Grows in Brooklyn |
| Speare, Elizabeth | The Bronze Bow |
| Speare, Elizabeth | Calico Captive |
| Speare, Elizabeth | The Witch of Blackbird Pond |
| Sperry, Armstrong | Call It Courage |
| Steinbeck, John | The Pearl |
| Steinbeck, John | The Red Pony |
| Stevenson, Robert Louis | Treasure Island |
| Stevenson, Robert Louis | Kidnapped |
| Stewart, Mary | The Moon-Spinners |
| Swarthout, Glendon | Bless the Beasts and Children |
| Swift, Jonathan | Gulliver's Travels |
| Taylor, Mildred | Roll of Thunder, Hear My Cry |
| Taylor, Theodore | The Cay |
| Thackery, William | Vanity Fair |
| Tolkein, J.R.R. | The Hobbit |
| Tolkein, J.R.R. | The Lord of the Rings Trilogy |
| Twain, Mark | A Connecticut Yankee in King Arthur's Court |
| Twain, Mark | Huckleberry Finn |
| Twain, Mark | Tom Sawyer |
| Verne, Jules | Journey to the Center of the Earth |
| Verne, Jules | The Mysterious Island |
| Verne, Jules | 20,000 Leagues Under the Sea |
| White, E.B. | Charoltte's Web |
| Wier, Ester | The Loner |
| Wojciechowska, Maia | Shadow of a Bull |
| Wojciechowska, Maia | A Single Light |
| Wouk, Herman | City Boy |
| Wouk, Herman | The Caine Mutiny |
| Wyss, Johann Davis | Swiss Family Robinson |
| Yates, Elizabeth | Pastterns on the Wall |
| Zindel, Paul | The Pigman |

LANGUAGE [MECHANICS] 9TH GRADE

GOAL: Students will develop the ability to express themselves effectively and precisely through command of the structure and function of the language.

OBJECTIVES: Students will:

Demonstrate their ability to use correct **CAPITALIZATION** with:

- abbreviations.
- titles.
- beginning line of poetry.
- beginning word of sentence.
- proper nouns and adjectives.
- outlining.
- course titles.
- name brands.
- particular places, things, events, and awards.
- nationalities, races, religions.
- organizations.
- business firms.
- institutions.
- government bodies.
- historical events, special events, and calendar items.

Demonstrate their ability to use correct **PUNCTUATION** with:

- end marks.
- periods.
- commas.
- semicolons.
- colons.
- italics - underlining.
- quotation marks.
- apostrophes.
- hyphens.
- dashes.
- parentheses.

Use punctuation marks to convey intended variations of pitch, volume, pauses, and intonations.

Use punctuation marks to avoid contextual ambiguity.

LANGUAGE USAGE 9TH GRADE

OBJECTIVES: Students will:

Identify and use the parts of speech:

Nouns: common, proper, collective, singular, and plural.
Pronouns: personal, indefinite, possessive, interrogative, demonstrative, and relative.
Verbs: action, linking, auxiliary, and irregular.
Adjectives: common and proper.
Adverbs: time, place, degree, manner.
Conjunctions: coordinating, subordinating, and correlative.
Prepositions.
Interjections.

Differentiate the function of parts of speech:

Nouns:

subjects.
predicate nominative.
direct objects.
indirect objects.
objects of prepositions.
appositives.

Pronouns:

functions of nouns.
introducing adjective clauses.

Verbs:

verb phrase.
tenses to show time.
voice - active and passive.

Verbals:

gerunds.
participles.
infinitives.

Adjectives:

modifiers.
predicate adjective.
comparison.

Adverbs:

modifiers.
placement.
comparison.

Prepositions:

adjective phrases.
adverb phrases.

Conjunction:

introducing adverb clauses.
compounds.

Distinguish between dependent and independent clauses.

Distinguish the written form that contains no incomplete or run-on sentences.

Formulate sentences in which modifiers are correctly placed.

Practice sentence transformation to restate the meaning of the original sentence.

Experiment with complex sentences and sentence combining.

Form sentences with appositives by combining simple sentences.

Use only one negative word to express a negative idea.

Practice subject - verb agreement.

Practice pronoun - antecedent agreement.

Formulate sentences that convey correct, clear, and concise phrasing of ideas.

Analyze writing for parallel structure.

## SPELLING AND VOCABULARY

**OBJECTIVES:** Students will:

Reinforce and maintain spelling principles gained in lower grades.

Select incorrectly spelled words from a group of words.

Select words that contain spelling transpositions.

Classify words by affixes and/or roots.

Concentrate on vocabulary building in the context of reading and writing.

Understand meaning of new vocabulary through contextual clues.

Choose appropriate words to convey intended meaning in situations of varying degrees of formality.

Recognize synonyms, homonyms, and antonyms.

## COMPOSITION 9TH GRADE

GOAL: Students will develop the ability to write for a variety of purposes and audiences.

OBJECTIVES: Students will:

Employ a writing process in all composition.

Demonstrate paragraph development skills.

- Select and limit a topic.
- Formulate a topic sentence.
- Develop a paragraph with facts, details, examples, or incidents.
- Develop a paragraph using cause and effect relationships.
- Develop a paragraph using the compare and contrast method.
- Arrange information according to time, space, or importance.
- Formulate a closing sentence.
- Edit for unity, order, and coherence.

Utilize paragraph development skills in writing narrative, descriptive, and expository paragraphs.

Use narrative, descriptive, and expository modes appropriate for writing for classes other than English.

Analyze the audience before writing.

Write for a variety of purposes, including:

- to inform.
- to persuade.
- to entertain.
- to describe.
- to relate.

Exhibit growth in sentence variety and sophistication.

Draw on sharpening sense perceptions when writing.

Choose vivid and specific words to convey precise meanings.

Evoke a mood through description.

Edit for logical transitions.

Construct a short paper composed of several paragraphs with a clear introduction, a body, and a conclusion.

Recognize trite expressions in their own writing.

Practice writing letters of request, complaint, and order according to standard form.

Use figurative language and symbolism in original writing.

Create many types of original writing, which may include:

- poems:
  - haiku.
  - limericks.
  - cinquain.
  - concrete.
  - sonnets.
  - ballads.
- short stories.
- character sketches.
- parodies.
- biographies.
- autobiographies.
- journal/diary.
- cartoons/comic strips.
- plays.
- science fiction.

Write an original or alternative ending to a short story.

Review the writing of others through peer editing.

Edit and proofread all work.

LIBRARY SKILLS 9TH GRADE

GOAL: Students will develop confidence and skill in using the library and its resources.

OBJECTIVES: Students will:

Name and explain the parts of a book, including:

- title page.
- table of contents.
- glossary.
- index.

Locate information by using the parts of a book as a guide.

Locate information in a dictionary, using a pronunciation key, respelling, guide words, and alphabetizing skills.

Use a dictionary to determine meaning and usage of words.

Locate information in an encyclopedia, using key words, entry words, guide words, section headings, volume numbers, and cross references.

Locate information in other sources, such as atlases, thesauruses, almanacs, newspapers, magazines, and vertical files.

Locate information, using the Reader's Guide to Periodical Literature.

Identify specific information on author, title, and subject cards in the card catalogue.

Employ the Dewey Decimal System in locating information in the library.

Complete a project in the library, utilizing knowledge of all library skills.

LITERATURE 9TH GRADE

GOAL: Students will develop an appreciation and understanding of literature while exploring themes of self discovery.

OBJECTIVES: Students will:

Utilize the response-based approach to literature.

Identify and examine elements of literature, including:

- setting.
- plot.
- character.
- conflict.
- tone.
- style.
- author's purpose.
- mood.

Identify the type of conflict in a literary work:

- man against man.
- man against nature.
- man against self.

Recognize the rising action, conflict, climax, falling action, and denouement in the plot structure of short stories, plays, and novels.

Identify and use techniques in literature, including:

- point of view.
- flashback.
- foreshadowing.
- irony.

Identify and use devices of sound, including:

- rhyme.
- rhythm.
- alliteration.
- onomatopoeia.
- assonance.
- consonance.
- idiomatic language.

Identify and use devices of senses, including:

- symbols.
- metaphor.
- simile.
- personification.
- hyperbole.

Distinguish theme and main idea in literary works.

Relate theme and main idea to individual experiences and to world views.

Relate people, places and situations in literature to those in their own lives.

Distinguish between fact and opinion.

Formulate logical conclusions from selected works.

Interpret motives for character behavior.

Compose statements summarizing a passage.

Compose statements paraphrasing a passage.

Read for both appreciation and enjoyment.

Examine the short story as a genre through its structure.

Read short stories by many authors, such as:

- Richard Connell.
- Anton Chekhov.
- Frank O'Connor.
- Stephen Vincent Benet.
- Marjorie Kinnan Rawlings.
- Frank R. Stockton.
- Eugenia Collier.
- Saki.
- Ray Bradbury.
- Eudora Welty.
- Edgar Allan Poe.

Relate theme in some short stories to young adulthood and self.

Read and interpret many poems, recognizing the effects of structure, rhythm, imagery, and sound on overall meaning.

Read and study a novel for the element and techniques of literature.

Read and study a novel that incorporates the theme of self discovery, such as:

<u>To Kill a Mockingbird</u> - Harper Lee.
<u>When the Legends Die</u> - Hal Borland.

Compare the physical limitations and stage conventions of Elizabethan theater to modern theater.

Examine the lasting effect that the writings of William Shakespeare have had on modern ideas.

Study in-depth <u>Romeo and Juliet</u> by William Shakespeare.

Experience a multi - genre unit focused upon the theme of self-discovery, such as "Reflections" in <u>Understanding Literature</u> by Ginn and Company.

Read for both appreciation and enjoyment.

Develop lifelong reading habits.

LANGUAGE MECHANICS AND USAGE 10TH GRADE

GOAL: Students will develop the ability to express themselves effectively and precisely through command of the structure and function of the language.

OBJECTIVES: Students will:

Review and reinforce all mechanics and usage concepts and skills developed through ninth grade.

Distinguish between dependent and independent clauses.

Distinguish the written form that contains no incomplete or run-on sentences.

Use adjectives, adverbs, and verbals to add richness to language in writing.

Formulate sentences in which modifiers are correctly placed.

Practice sentence transformation to restate the meaning of the original sentence.

Compose standard English sentences, using a variety of syntactical structures: phrases and clauses in compound and complex structures.

Experiment with complex sentences and sentence combining.

Use only one negative word to express a negative idea.

Practice subject - verb agreement.

Practice pronoun - antecedent agreement.

Formulate sentences that convey correct, clear, and concise phrasing of ideas.

Practice the art of succinctness through paraphrase exercises.

Analyze writing for parallel structure.

COMPOSITION 10TH GRADE

GOAL: Students will develop the ability to write for a variety of purposes and audiences.

OBJECTIVES: Students will:

Employ a writing process in all composition.

Demonstrate paragraph development skills.

- Select and limit a topic.
- Formulate a topic sentence.
- Develop a paragraph with facts, details, examples, or incidence.
- Develop a paragraph using cause and effect relationships.
- Develop a paragraph using the compare and contrast method.
- Arrange information according to time, space, or importance.
- Formulate a closing sentence.
- Edit for unity, order, and coherence.

Utilize paragraph development skills in writing narratives, descriptives, expository, and persuasive paragraphs.

Use narratives, descriptives, and expository modes appropriate for writing in classes other than English.

Analyze the audience before writing.

Write for a variety of purposes, including:

- to inform.
- to persuade.
- to entertain.
- to describe.
- to relate.

Exhibit growth in sentence variety and sophistication.

Draw on sharpening sense perceptions when writing.

Choose vivid and specific words to convey precise meanings.

Recognize trite expressions in their own writing.

Evoke a mood through description.

Edit for logical transitions.

Construct a short paper composed of several paragraphs with a clear introduction, a body, and a conclusion.

Select a topic.
Determine audience and purpose.
Construct an outline.
Generate a thesis statement.
Use paragraph development patterns to write the body.
Employ logical transitional devices.
Write the introduction and conclusion.
Edit and proofread the rough draft.
Write the final copy.

Use basic library skills to gather information for reports and compositions.

Write argumentative essays expressing personal opinions.

Distinguish fact from opinion.

Prove the validity or invalidity of a generalization through observation and research.

Formulate a conclusion based on evidence about a generalization.

Evaluate their writing and the writing of others for errors in logic.

Practice sequencing information in logical patterns.

Apply writing strategies and skills in other academic areas.

Write well-reasoned answers to essay questions.

Practice writing letters of request, complaint, and order according to standard form.

Use figurative language and symbolism in original writing.

Create many types of original writing, which may include:

poems

- haiku.
- limericks.
- tinquain.
- concrete.
- sonnets.
- ballads.

- short stories.
- character sketches.
- parodies.
- biographies.
- autobiographies.
- journal/diaries.
- cartoons/comic strips.
- play
- science fiction.

Write an original or alternative ending to a short story.

Review the writing of others through peer editing.

Edit and proofread all work.

LITERATURE 10TH GRADE

GOAL: Students will understand the link between literature and human experience through examination of the elements of conventional forms of genres.

OBJECTIVES: Students will:

Read, discuss, and write about a variety of literary genres, including:

- short story.
- poetry.
- drama.
- novel.
- essay.
- biography.
- autobiography.

Identify the conventions which bring meaning to each genre, such as form, mode, and elements.

Identify types of conflict in short stories, novels, and drama and relate to theme.

Determine the means of resolving conflicts.

Discuss the advantages and limitations of first person, third person, and omniscient points of view.

Recognize that setting may be intergral to theme or merely a backdrop.

Trace character development in a variety of genres.

Distinguish author's tone, mood, and atmosphere in all genres.

Examine lyric poetry for the author's reaction to his subject.

Examine narrative poetry to determine the theme in the story told.

Identify poetic devices in lyric and narrative literature.

Identify figurative language in all literature.

Examine a novel for form, mode, and elements, such as The Pearl by John Steinbeck.

Extend appreciation for the effect that William Shakespeare has had on modern ideas.

Study a play by Shakespeare, such as Julius Ceasar.

Compare modern drama with Shakespearean drama.

Read an example of modern drama.

Identify universal themes in all types of literature.

Read for appreciation and enjoyment.

LANGUAGE [MECHANICS AND USAGE] 11TH GRADE

GOAL: Students will develop the ability to express themselves effectively and precisely through command of the structure and function of the language.

OBJECTIVES: Students will:

Review and reinforce all mechanics and usage concepts and skills as need is indicated. (See 9th grade Mechanics and Usage.)

Demonstrate control of mechanics -- spelling, punctuation, capitalization, abbreviation, etc. -- as they are applied in academic and technical writing.

Assess language usage problems when they appear in their own writing or the writing of others.

Compose standard English sentences, using a variety of syntactical structures: phrases and clauses in compound and complex structures.

Formulate sentences that convey correct, clear, and concise phrasing of ideas.

Practice the art of succinctness through paraphrase exercises.

Analyze writing for parallel structure.

GOAL: Students will extend use of writing modes and writing forms to report, to research, and to analyze.

OBJECTIVES: Students will:

Employ a writing process in all composition.

Compose formal and informal essays to inform, to entertain, or to persuade.

Write an abstract of appropriate length for a particular purpose.

Credit source and document opinion in acceptable form.

Identify the purpose of a writing task and prepare writing for prospective employers:

- letter of inquiry.
- letter of application.
- resume.

Assess audience with attention to bias, demographic description, and need for information.

Extend their command of the writing process with attention to stylistic devices.

Choose appropriate topics considering interest, available sources and development possibilities.

Gather appropriate information from a variety of primary and secondary sources.

Select appropriate facts, data, and quotations to support generalizations and to validate writing.

Select topics of personal interest and develop them in cooperative venture with other academic disciplines.

Use observation and everyday experiences to write dialogue and to develop honest response.

Choose levels of language appropriate for a variety of writing tasks.

Use fresh figures of speech to enhance writing.

Choose the appropriate tone to enhance meaning in a particular writing task.

Evaluate and edit personal and technical writing with attention to purpose, audience, logic, clarity, depth of thought, and adequacy of supporting detail.

Write a research paper.

Select a topic.
Find a background source.
Prepare a working outline.
Find additional sources.
Prepare a working bibliography.
Take notes.
Write a formal outline.
Write a first draft.
Edit the paper.
Write the final form.
Write footnotes or endnotes.
Write the bibliography.

Write well-reasoned answers to essay questions.

Practice writing in expressive and creative modes.

Review the writing of others through peer editing.

LITERATURE 11TH GRADE

GOAL: Students will gain a perspective of American culture through American literature.

OBJECTIVES: Students will:

Read, discuss, and write about a variety of literary forms in the American tradition, including:

folklore.
myth.
narrative.
fable.
novel.
drama.
ballad.

Identify major themes in American literature.

Evaluate each literary work as a reflection of time and place.

Identify major American literary movements, such as Puritanism, realism, Transcendentalism, etc.

Read ethnic and contemporary writers.

Examine the lasting effects American authors have had on modern America.

Link American music to traditional and evolving literary movements and forms.

Read and study an American novel, such as:

The Scarlet Letter - Nathaniel Hawthorne.
Red Badge of Courage - Stephen Crane.
The Bridge of San Luis Rey - Thornton Wilder.

Interpret central ideas, author's purpose, and techniques of literature.

Interpret writer's style for imagery, symbolism, figurative language, rhythm, and rhyme.

Analyze the interaction of character, setting, plot, conflict, and point of view in literature.

Concentrate vocabulary building on unusual words or allusions from the context.

Read for appreciation and enjoyment.

LANGUAGE [MECHANICS AND USAGE] 12TH GRADE

GOAL: Students will develop the ability to express themselves effectively and precisely through command of the structure and function of the language.

OBJECTIVES: Students will:

Review and reinforce all mechanics and usage concepts and skills. (See 9th grade Mechanics and Usage.)

Demonstrate control of mechanics -- spelling, punctuation, capitalization, abbreviation, etc. --as they are used in standard English writing.

Practice correct rhetorical principles by eliminating faulty reference, faulty parellelism, unnecessary shifts in voice, tense, point of view, number, and mood.

Assess language usage problems when they appear in their own writing or the writing of others.

COMPOSITION 12TH GRADE

GOAL: Develop and extend writing for purposes that extend into post-high school academics and life.

OBJECTIVES: Students will:

Write reports that solve specific problems or answer specific questions in academic areas.

Write reports that solve specific problems or answer specific questions in areas of interest and concern to adult citizens.

Practice writing in expressive and creative modes.

Distinguish among a variety of forms, and choose the appropriate one for a particular purpose.

Distinguish among various patterns of organization and choose the appropriate ones for specific writing tasks.

Identify general and specialized audiences.

Write in appropriate forms on topics of interest to a local audience, to the general public, and to a specialized academic audience.

Examine various published media and determine the characteristics of published pieces.

Edit and publish classroom collections of their own work.

Examine the reasoning process in making generalizations.

Practice inductive reasoning to draw conclusions.

Practice deductive reasoning to draw conclusions.

Use qualifiers to restrict the scope of the conclusion.

Conceptualize and focus a writing task or problem to discover what kind of information is needed to develop a written response to the situation.

Use strategies for systematically retrieving information already known to them.

Use bibliographic guides commonly available in public libraries to locate information on both academic and general topics.

Gather information from primary sources (e.g., books, films, articles, pamphlets, interviews,lectures).

Use this information in writing an informative document, such as a paper, report, or article.

Use appropriate methods of documenting their research.

Write a research paper.

- Select a topic.
- Find a background source.
- Prepare a working outline.
- Find additional sources.
- Prepare a working bibliography.
- Take notes.
- Write a formal outline.
- Write a first draft.
- Edit the paper.
- Write the final form.
- Write footnotes or endnotes.
- Write the bibliography.

Write well-reasoned answers to essay questions.

Review the writing of others through peer editing.

Edit and proofread all work.

LITERATURE 12TH GRADE

GOAL: Students will gain an understanding of the similarities and differences in genres of world literature from diverse times and places.

OBJECTIVES: Students will:

Study significant works of world literature within units designed chronologically, thematically, or topically.

Read a variety of literary works as an overview of human culture.

Identify recurrent themes in various works.

Compare themes of human experience through literature of various times and places.

Use critical questioning strategies in discussing the literature of the world.

Analyze how elements of literature operate to achieve certain effects.

Analyze how form operates to achieve certain effects.

Analyze how author's style contributes to overall effect.

Develop personal reactions to world literature.

Distinguish between their own opinions and attitudes and those expressed in the literary work.

Interpret on the basis of various levels of meaning (literal, figurative, or analogical).

Collect evidence to support their conclusions, evaluate the evidence, and articulate the relationship between their evidence and their conclusions.

Reconstruct an author's meaning, develop their own ideas, and refocus those ideas for another reader.

Read for appreciation and enjoyment.

TWO SAMPLE WRITING PROCESSES:

| The Writing Process: | The Writing Process: |
|---|---|
| I. Pre-writing<br>A. Selecting and limiting a topic<br>B. Finding and recording information<br>C. Classifying information<br><br>II. Writing<br>A. Determining purpose, audience, point of view, and form<br>B. Forming a topic sentence or identifying a central theme<br>C. Selecting and arranging material<br>D. Compiling the rough draft<br><br>III. Revising<br>A. Revising the composition<br>B. Editing the composition<br><br>IV. Rewriting<br>A. Writing the final draft<br>B. Proofreading the final draft | Pre-writing<br><br>deciding topics<br>gathering ideas and facts<br>thinking<br>discussing<br>outlining (formal or free-form)<br>free-writing<br>brainstorming<br>role playing<br><br>Writing<br><br>writing a rough draft<br>organizing<br>rereading<br>revising ideas<br><br>Post writing<br><br>revision<br>sentence variety<br>support for thesis<br>word choice<br>transitions<br>editing/proofreading<br>spelling<br>punctuation<br>usage<br>penmanship<br>publication<br>reading aloud<br>displaying<br>entering contests<br>class publication<br>school publication<br>community publication<br>sharing with other grade-levels<br>presenting in other content-areas<br><br>TEACHING "CORRECTNESS" THROUGH WRITING Joan Schrodel, Lakes Jr. High, Coeur d'Alene, ID |

This reading list is neither comprehensive nor restrictive. The reading level of each student should be considered when guiding book selection.

Adoff, Arnold (ed.). Black Out Loud.

Agee, James. Death in the Family.

Alcott, Louisa May. Little Women.

Allen, Samuel (Paul Vesey). "American Gothic."

Allen, Terry (ed.). The Whispering Wind.

Anaya, Rudolfo. Bless Me Ultima.

Anderson, Sherwood. Winesburg, Ohio.

Angelou, Maya. I Know Why the Caged Bird Sings.

Auslander, Paul. Sublimation.

Auden, W. H. "The Unknown Citizen;" and other works.

St. Augustine. The Confessions of Augustine, Bks. I-VIII.

Aurelius, Marcus. Meditations.

Austen, Jane. Pride and Prejudice; and other works.

Baldwin, James. Go Tell It on the Mountain, and other works.

Beckett, Samuel. Act Without Words: A Mime for Two Players; Waiting for Godot and other works.

Benet, Stephen Vincent. "The Devil and Daniel Webster;" "By the Waters of Babylon;" "John Brown's Body;" and other works.

Bill of Rights to the U.S. Constitution.

Blake, William. Songs of Innocence and Songs of Experience.

Blos, Joan. A Gathering of Days: A New England Girl's Journal, 1830-32.

Bolt, Robert. A Man for All Seasons.

Boulle, Pierre. Bridge Over the River Kwai.

Bradbury, Ray. Martian Chronicles; and other works.

Brautigan, Richard. "All Watched Over By Machines of Loving Grace;" "Love, You're So Beautiful That It's Starting to Rain;" and other works.

Bronte, Charlotte. Jane Eyre; and other works.

Bronte, Emily. Wuthering Heights.

Brooke, Rupert. "The Soldier;" and other works.

Browning, E. B. Sonnets from the Portuguese.

Browning, Robert. The Complete Poetical Works of Browning (selections from).

Bryant, William C. "Thanatopsis;" "To a Waterfowl;" and other works.

Buck, P. The Good Earth.

Burns, Robert. The Poetical Works of Burns (selections from).

Campton, David. Then.

Camus, Albert. The Stranger.

Capote, Truman. A Christmas Memory.

Carse, Roger. The Forest; and other works.

Carroll, Lewis. Alice's Adventures in Wonderland.

Carson, Rachel. The Sea Around Us; Under the Sea Wind; and Silent Spring.

Cather, Willa. My Antonia; "Neighbor Rosicky;" Pioneers; "Paul's Case;" Death Comes for the Archbishop; Lucy Gayheart; Shadows on the Rock; and The Professor's House.

Catton, B. A Stillness at Appomattox.

Cavafy, V. "Ithaka."

Cervantes, Miguel de. Don Quixote.

Chaucer, Geoffrey. Canterbury Tales (selections from).

Chekhov, P. Anton. The Cherry Orchard; and Sea Gull; and other works.

Chief Joseph. "From Where the Sun Now Stands."

Churchill, Winston. "Blood, Sweat, and Tears" Speech; "Iron Curtain" Speech at Westminster College, Missouri; and other works.

Chute, Marchette. Shakespeare of London.

Clark, Walter van Tilburg. The Ox Bow Incident; and other works.

Clarke, James M. The Life and Adventures of John Muir.

Coleridge, Samuel Taylor. "Kubla Khan;" The Poems of Samuel Taylor Coleridge; and other works.

Collier, James. My Brother Sam Is Dead.

Collier, John. "Thus I Refute Beverly."

Conrad, Joseph. Heart of Darkness; Lord Jim; The Secret Sharer; and other works.

Cormier, Robert. I Am the Cheese; and other works.

Cousteau, Jacques. Si ent World.

Cousteau, Jacques, and Dugan, J. The Living Sea.

Crane, Stephen. "The pen Boat;" The Red Badge of Courage; and other works.

cummings, e. e. "a ma who had fallen among thieves;" and other works.

Curie, Eve. Madame Cu ie.

Darrow, Clarence. "Cr me and Criminals."

Davis, Ossie. Escape o Freedom; and Langston.

deBois, W. E. B. "Of r. Booker T. Washington," in Souls of Black Folk.

Declaration of Indepen ence of the United States of America.

Defoe, Daniel. Robinso n Crusoe.

Delorme, Wine. Custer Died for Your Sins.

de Tocqueville, Alexis Democracy in America.

Dickens, Charles. Dav d Copperfield; Great Expectations; A Tale of Two Cities Hard Times; and o her works.

Dickey, James. Delive ance.

Dickinson, Emily. "Th Soul Selects Her Own Society;" "There's Been a Death;" and other works.

Dostoevsky, Fyodor. C ime and Punishment; Notes from the Underground; The Brothers Karamaz ; and other works.

Douglass, Frederick. arrative of the Life of Frederick Douglass.

Doyle, A. C. The Hou of the Baskervilles; and other works.

DuMaurier, Daphne. Re ecca.

Dumas, A. The Count Monte Cristo.

Duncan, Lois. Strang With My Face.

Hinley, Loren. The H ense Journey; and other works.

Eliot, George. Mill o the Floss; and other works.

Eliot, T. S. "The Hol ow Men;" and other works.

Ellison, Ralph. Invisible Man; and other works.

Emerson, R. W. "Self Reliance;" and other works.

Euripides. Medea; and other works.

Fast, Howard. April Morning.

Faulkner, William. Intruder in the Dust; and other works.

Ferber, Edna. Cimarron; Show Boat; and other works.

Fitzgerald, F. Scott. The Great Gatsby; and other works.

Forbes, Esther. Johnny Tremaine.

Forbes, Kathryn. Mama's Bank Account.

Forester, C. The African Queen; and other works.

Fox, Paula. The Slave Dancer.

Frank, Anne. Anne Frank: The Diary of a Young Girl.

Franklin, Benjamin. Autobiography (selections from).

Fritz, Jean. Homesick; and other works.

Frost, Robert. "Death of a Hired Man;" "The Road Not Taken;" and other works.

Fuentes, Carlos. Good Conscience.

Galarza, Ernesto. Spiders in the House; and Merchants of Fear.

George, Jean Craighead. Journey Inward; and other works.

Gibson, William. The Miracle Worker.

Gipson, Fred. Old Yeller.

Gogol, Nicolai. "The Overcoat;" and other works.

Golding, William. Lord of the Flies.

Greene, Bette. The Summer of My German Soldier.

Greene, Graham. The Power and the Glory; and other works.

Guthrie, A. B. The Big Sky.

Haley, Alex. Roots (selections from).

Hall, Donald. "Man in the Dead Machine;" and other works.

Hansberry, Lorraine. Raisin in the Sun; To Be Young, Gifted, and Black (selections from).

Hardy, Thomas. "The Man He Killed;" Return of the Native; Tess of the D'Urbervilles; The Mayor of Casterbridge; and other works.

Hawthorne, Nathaniel. The Scarlet Letter; and other works.

Hayden, Robert. "Mourning Poem for the Queen of Sunday;" and other works.

Heller, Joseph. Catch 22.

Hemingway, Ernest. A Farewell to Arms; For Whom the Bell Tolls; "In Anothe Country;" Old Man and the Sea; "Soldiers Home;" "The Killers;" The Sun Rises; and other works.

Hersey, John. Hiroshima; and other works.

Heyerdahl, Thor. Kon-Tiki (selections from); and other works.

Homer. The Odyssey: "Return to Ithaca;" The Iliad; and other works.

Houston, Jeanne, and Houston, James. Farewell to Manzanar.

Hughes, Langston. "Florida Road Workers;" "I, Too, Sing 'America';" and ot works.

Hughes, Richard. A High Wind in Jamaica.

Hugo, V. Les Miserables; and other works.

Huxley, Aldous. Brave New World.

Ibsen, Henrik. A Doll's House; and other works.

Irving, Washington. "The Legend of Sleepy Hollow;" "Rip Van Winkle;" and o works.

Jackson, Shirley. "Charles;" "The Lottery;" and other works.

James, Henry. Washington Square; The Turn of the Screw; and other works.

Jarrell, Randall. "Death of a Ball Turret Gunner;" and other works.

Jeffers, Robinson. "Skunks;" and other works.

Johnson, Dorothy. Buffalo Woman; and other works.

Joyce, James. Portrait of the Artist as a Young Man; The Dubliners; and ot works.

Kafka, Franz. "Hunger Artist;" "Metamorphosis;" "Penal Colony;" and other works.

Keller, Helen. Story of My Life.

Kennedy, J. F. "Berlin Speech;" and other works.

King, Martin Luther. "I Have a Dream;" and other works.

Kipling, Rudyard. Kim; and other works.

Knowles, John. A Separate Peace.

Lasky, Kathryn. Beyond the Divide.

Lawrence, D. H. "The Rocking-Horse Winner" from The Collected Short Stories D. H. Lawrence, Vol. 3; and other works.

Lawrence, Jerome, and Lee, Robert E. Inherit the Wind; and The Night Thore Spent in Jail.

Lee, Harper. To Kill a Mockingbird.

Le Guin, Ursula. Earthsea Trilogy; and other works.

Leinster, Murray. "Keyhole;" "First Encounter;" and other works.

Levertov, Denise. "What Were They Like?" and other works.

Lewis C. S. Perelandra; Out of the Silent Planet; and other works.

Lewis, Sinclair. Babbit; Main Street.

Lilienthal, David. "My Faith in Democracy."

Lincoln, Abraham. "2nd Inaugural;" "Gettysburg Address;" and other works.

Llewellyn, Richard. How Green Was My Valley.

Longfellow, Henry W. "My Lost Youth;" and other works.

Malcolm X. Autobiography of Malcolm X.

Markham, Edwin. "The Man with a Hoe;" and other works.

Masters, Edgar Lee. Spoon River Anthology.

Maugham, W. Somerset. Of Human Bondage; "The Verger;" and other works.

McCullers, Carson. A Member of the Wedding; The Heart Is a Lonely Hunter.

Melville, Herman. Billy Budd; Moby Dick; and other works.

Michener, J. The Bridges at Toko-Ri; Chesapeake; and other works.

Miller, Arthur. Death of a Salesman; The Crucible; All My Sons; and other works.

Milton, John. "On His Blindness;" and other works.

Moliere, Jean B. "The Doctor in Spite of Himself;" and other plays.

More, Thomas (Sir). Utopia.

Neihardt, John. Black Elk Speaks.

Nordhoff, Charles, and Hall, James N. Mutiny on the Bounty.

O'Connor, Flannery. Everything that Rises Must Converge; and "The Life You Save May Be Your Own."

Orwell, George. 1984; Animal Farm.

Owen, Wilfred. "Dulce Et Decorum Est."

Paton, Alan. Cry, the Beloved Country.

Petry, Ann. Harriet Tubman: Conductor of the Underground Railroad; Tituba; The Street; and other works.

Plato. The Death of Socrates; and other works.

Poe, Edgar Allen. "The Pit and the Pendulum;" "The Tell Tale Heart;" Fall of the House of Usher and Other Tales; and other works.

Porter, Katherine Anne. Pale Horse, Pale Rider; and other works.

Potok, Chaim. The Promise.

Pyle, Howard. Men of Iron.

Rabearivelo, Jean-Joseph. "Flute Players."

Rawlings, Marjorie K. The Yearling; Cross Creek; and other works.

Reed, Henry. "The Naming of Parts;" and other works.

Remarque, Erich. All Quiet on the Western Front.

Richter, Conrad. Light in the Forest; and other works.

Robinson, E. A. "Mr. Flood's Party;" "Richard Cory;" and other works.

Rolvaag, O. E. Giants in the Earth; and other works.

Russ, Joanna. The Female Man.

Salinger, J. D. The Catcher in the Rye; Franny and Zooey; and other works.

Sandburg, Carl. Abe Lincoln Grows Up; and other works.

Sargent, Pamela. The Alien Upstairs.

Saroyan, W. The Human Comedy; and other works.

Sassoon, Siegfried. "Aftermath;" and other works.

Shakespeare, William. Hamlet; Henry V; Macbeth; Midsummer Night's Dream; Othello; The Merchant of Venice; and other works.

Shapiro, Karl. "Travelogue for Exiles;" "Auto Wreck;" and other works.

Shaw, G. B. Pygmalion; and other works.

Shelley, Mary. Frankenstein.

Shelley, Percy Bysshe. "Ozymandias;" and other works.

Sojourner Truth. "Ain't I a Woman?"

Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich.

Sone, Monica. Nisei Daughter.

Sophocles. Oedipus the King; Antigone; and other works.

Stafford, William. "Fifteen;" and other works.

Steinbeck, John. The Grapes of Wrath; The Pearl; The Red Pony; Of Mice and and other works.

Stevenson, R. L. The Strange Case of Dr. Jekyll and Mr. Hyde; Treasure Isl Kidnapped; and other works.

Stowe, Harriet Beecher. Uncle Tom's Cabin.

Stuart, Jesse. The Thread That Runs so True.

Swift, Jonathan. Gulliver's Travels; and other works.

Taylor, Mildred. Roll of Thunder Hear My Cry.

Teasdale, Sarah. "There Will Come Soft Rains: War Time;" and other works.

Tennyson, Alfred. "The Charge of the Light Brigade;" and other works.

Thackeray, W. M. Vanity Fair.

The Federalist Papers (selections from).

Thomas, Dylan. "Fern Hill;" "The Hand That Signed the Paper;" "Under Milkw and other works.

Thoreau, Henry. "Civil Disobedience" (selections from); and Walden.

Thurber, James. My World—And Welcome To It; and other works.

Tolkein, J. R. R. The Trilogy of the Ring; and other works.

Tolstoy, Leo. Anna Karenina; War And Peace; and other works.

Twain, Mark. Life on the Mississippi (selections from); The Adventures of Huckleberry Finn; The Adventures of Tom Sawyer; and other works.

Uchida, Yoshiko. Desert Exile: The Uprooting of a Japanese-American Family; and Samurai of Gold Hill.

Vanzetti, Bartolomeo, and Sacco, Nicola. Last Words.

Verne, Jules. Twenty Thousand Leagues Under the Sea; Around the World in Eight Days; and other works.

Virgil. The Aeneid of Virgil (selections from).

Voltaire, M. Francois. Candide.

Vonnegut, K. Slaughter House Five; and Cat's Cradle.

Walker, Alice. "African Images;" and other works.

Walker, Margaret. Jubilee.

Warren, Robert Penn. All the King's Men; and other works.

Wells, H. G. War of the Worlds; and other works.

Wharton, Edith. Ethan Frome.

White, T. H. The Once and Future King.

Whitman, Walt. "The Ox-Tamer;" and other works.

Wilde, Oscar. The Picture of Dorian Grey; and other works.

Wilder, Thornton. Our Town; The Bridge of San Luis Rey; and other works.

Williams, William Carlos. Selected Poems of William Carlos Williams.

Williams, Tennessee. The Glass Menagerie; and other works.

Wolfe, Thomas. You Can't Go Home Again; Look Homeward Angel; and other works.

Wong, Jade Snow. Fifth Chinese Daughter.

Wright, Richard. Black Boy; Native Son; and other works.

Yep, Laurence. Dragonwings; and other works.

Etc.

SPEECH COMMUNICATION 9TH - 12TH

PHILOSOPHY: Speech communication is the connection between the inner world of man and the society around him. Human beings are social beings who must communicate with each other. Consequently, it is imperative that schools provide opportunities for student growth in the areas of listening and speaking. Presenting a sequential program can illustrate that communication is a complex but rewarding process. The ultimate goal is to develop confident and effective communicators.

Because secondary schools teach speech communication at varying grade levels, this guide should be adapted for the needs of particular students.

## SPEECH: UNDERSTANDING THE COMMUNICATION PROCESS

GOAL: Students will understand that speech communication is an ongoing process throughout life.

Recognize human communication as a circular, interrelated, dynamic process rather than as a linear process.

Identify the fundamental components of the communication process, including:

- the sender.
- the receiver.
- the message and its meaning as the central component.
- feedback.
- interference.

Understand that perception is a part of the communication process.

Understand that factors affecting perception are unique to each individual.

SPEECH: ONE-TO-ONE COMMUNICATION

Goal: Students will understand that effective one-to-one communication enhances the quality of their daily lives.

OBJECTIVES: Students will:

Develop the ability to receive messages effectively in interpersonal communication situations.

Practice active versus passive listening.

Identify barriers to effective listening.

Clarify messages received by paraphrasing.

Practice sending messages with accuracy and courtesy.

Experiment with sending a wide variety of messages over a wide variety of topics.

Examine the impact that nonverbal messages make on the total message.

Identify vocal qualities, such as tone, pitch, rate, volume, articulation, accents, dialects, and their impact on the total message.

Role play interview situations both as the one being interviewed and the one conducting the interview.

SPEECH: GROUP DISCUSSION

Goal: Students will understand that group discussion is a widely used form of interpersonal communication in modern society.

OBJECTIVES: Students will:

Appreciate the importance of group discussion in a democratic society.

Identify the purposes of group discussion:

- to solve a common problem.
- to arrive at a decision.
- to answer a question of mutual interest.

Recognize the need for careful preparation for effective participation in group discussions.

Practice closed group discussions through committee and round table activities.

Practice public discussion through participation on panels.

Identify traits and skills necessary for effective group leadership.

Practice assuming a leadership role in group discussions.

Clarify messages received by paraphrasing.

Follow the process appropriate for the specific purpose of a group discussion.

Evaluate the criteria for success in group discussion.

Recognize three ways of arriving at decisions:

- consensus.
- compromise.
- majority vote.

SPEECH: PUBLIC SPEAKING

Goal: Students will develop the ability to speak competently, confidently, and ethically in a variety of public speaking situations.

OBJECTIVES: Students will:

Understand the nature of public speaking as a force in self-expression and communication.

Recognize the need for careful preparation for public speaking.

Develop speech preparation skills.

Identify the components of a speech, which include:

- thesis idea.
- body.
- introduction and conclusion (types and purposes).

Analyze the audience.

Generate ideas through brainstorming.

Support ideas through:

- illustrations.
- anecdote.
- analogy.
- description.
- definition.
- personal experience.
- comparison and contrast.
- cause and effect.
- example.

Gather material through research if necessary.

Organize the speech.

Develop speech delivery skills.

Recognize and overcome stage fright.

Experiment with use of voice, diction, and articulation.

Evaluate gesture, facial expression, and posture.

Use notes, manuscripts, lecterns, and/or visual aids effectively.

Present many types of speeches, such as;

impromptu.
extemporaneous.
informative.
persuasive.
demonstration.
entertaining.

Practice parliamentary procedure.

Experiment with oral interpretation.

Experiment with other types of presentations, which may include:

debate.
pantomime.
drama.
puppetry.

Devise a set of criteria for evaluating speeches.

SPEECH: MASS COMMUNICATION

GOAL: Students will understand the pervasiveness of the electronic media in today's society.

OBJECTIVES: Students will:

Identify three main purposes of electronic media:

to entertain.
to inform or educate.
to sell products and services.

Develop techniques of critical analysis for electronic media.

Assess media presentations for hidden messages.

Recognize bias.

Distinguish fact from opinion.

Identify the techniques of persuasive communication used in advertising.

Create and give a multi-media presentation.

Present an original commercial.

Evaluate personal and peer presentations.

E - EXPOSE
I - INSTRUCT
M - MAINTAIN

# SCOPE AND SEQUENCE

| SKILL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ORAL COMMUNICATION | | | | | | | | | | | | | |
| LISTENING SKILLS | | | | | | | | | | | | | |
| Appreciative | I | I | I | I | I | I | I | M | M | M | M | M | M |
| Attentive | I | I | I | I | I | I | I | M | M | M | M | M | M |
| CRITICAL | E | E | E | E | E | I | I | I | I | I | I | I | I |
| SPEAKING SKILLS | | | | | | | | | | | | | |
| Interpersonal | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Group discussion | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Formal presentations | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Speech skills | | | | | | | | | | | | | |
| Voice and diction | I | I | I | I | I | I | I | I | I | I | M | M | M |
| Nonverbal | I | I | I | I | I | I | I | I | I | I | M | M | M |
| SECONDARY SPEECH | | | | | | | | | | | | | |
| The Communication process | | | | | | | | | | | | | |
| One-to-one communication | | | | | | | | | | | | | |
| Group discussion | | | | | | | | | | | | | |
| Public speaking | | | | | | | | | | | | | |
| Mass communication | | | | | | | | | | | | | |
| WRITTEN COMPOSITION: | | | | | | | | | | | | | |
| Penmanship | I | I | I | I | I | I | I | M | M | M | M | M | M |
| Types of sentences | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Combining sentences | | I | I | I | I | I | I | I | I | I | I | M | M |
| Expanding sentences | | E | I | I | I | I | I | I | I | I | I | I | M |
| Summarizing | | | I | I | I | I | I | I | I | I | I | I | I |
| Paraphrasing | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Writing process | | E | E | E | I | I | I | I | I | I | I | I | I |
| Paragraph Development | E | I | I | I | I | I | I | I | I | I | I | M | M |
| Multiparagraph Compositions | | E | I | I | I | I | I | I | I | I | I | I | I |
| Research report | | | E | I | I | I | I | I | I | I | I | I | I |
| Research paper | | | | | | | | | | | E | I | I |
| Letter Writing | E | E | E | I | I | I | I | I | I | I | M | M | I |
| Social correspondence | I | I | I | I | I | I | I | M | M | M | M | M | M |
| Outlining and note-taking | | | E | E | I | I | I | I | I | M | M | M | M |
| Proofreading and editing | | E | I | I | I | I | I | I | I | M | M | M | M |
| Critical analysis | | | | | | | | E | E | E | I | I | I |
| Creative writing | I | I | I | I | I | I | I | I | I | I | I | I | I |
| MECHANICS | | | | | | | | | | | | | |
| CAPITALIZATION | | | | | | | | | | | | | |
| first word in a sentence | E | E | I | I | I | I | I | I | I | I | M | M | M |
| first word of a direct quotation | | | I | I | I | I | I | I | I | I | M | M | M |
| first wowrd of each line of an outline | | | | E | I | I | I | I | I | I | M | M | M |
| proper nouns | E | I | I | I | I | I | I | I | I | I | M | M | M |
| titles of literary works | E | E | I | I | I | I | I | I | I | I | M | M | M |
| abbreviations and initials | E | E | I | I | I | I | I | I | I | I | M | M | M |
| greetings and closings of letters | E | I | I | I | I | I | I | I | I | I | M | M | M |
| the pronoun I | E | I | I | I | I | I | I | I | I | I | M | M | M |
| geographical place names | E | I | I | I | I | I | I | I | I | I | M | M | M |
| names of organizations | E | E | E | I | I | I | I | I | I | I | M | M | M |
| PUNCTUATION | | | | | | | | | | | | | |
| Periods | E | I | I | I | I | I | I | I | I | I | M | M | M |

## SCOPE AND SEQUENCE

E - EXPOSE
I - INSTRUCT
M - MAINTAIN

| SKILL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Question mark | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Exclamation points | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Apostrophe | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Contractions | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Possessives | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Commas | | I | I | I | I | I | I | I | I | I | M | M | M |
| Underlining | | | | | I | I | I | I | I | I | M | M | M |
| Hyphens | | | | I | I | I | I | I | I | I | M | M | M |
| Quotation marks | | E | E | I | I | I | I | I | I | I | M | M | M |
| Semi-colons | | | | | | | E | I | I | M | M | M | M |
| Parentheses | | | | | E | I | I | I | I | M | M | M | M |
| Colon | | I | I | I | I | I | I | I | I | I | M | M | M |
| USAGE | | | | | | | | | | | | | |
| Nouns | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Pronouns | I | I | I | I | I | I | I | I | I | I | M | M | M |
| Verbs | E | E | I | I | I | I | I | I | I | I | M | M | M |
| tense | E | E | I | I | I | I | I | I | I | I | M | M | M |
| number | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Verbals | | | | | | | | | | I | I | M | M |
| Adjectives | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Adverbs | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Comparison of adjectives and adverbs | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Conjunctions | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Prepositions | | | | | E | E | I | I | I | I | M | M | M |
| Interjections | | | | | | E | E | I | I | I | M | M | M |
| Phrases | | | | | | E | E | I | I | I | M | M | M |
| Clauses | | | | | | | | I | I | I | M | M | M |
| independent | | | | | | | | I | I | I | M | M | M |
| subordinate | | | | | | | | I | I | I | M | M | M |
| Subject-verb agreement | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Pronoun-antecedent agreement | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Types of sentences | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Sentence combining | | | I | I | I | I | I | I | I | I | M | M | M |
| Double negatives | E | E | E | E | I | I | I | I | I | I | M | M | M |
| SPELLING AND VOCABULARY | | | | | | | | | | | | | |
| Letters of the alphabet | I | I | I | I | M | M | M | M | M | M | M | M | M |
| Letter-sound association | I | I | I | I | I | I | I | I | I | M | M | M | M |
| Syllabification | E | I | I | I | I | I | I | I | I | M | M | M | M |
| Root words | E | I | I | I | I | I | I | I | I | I | I | I | I |
| Affixes | E | I | I | I | I | I | I | I | I | I | I | I | I |
| Plurals and possessives | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Compounds and contractions | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Synonyms, antonyms and homonyms | | | I | I | I | I | I | I | I | I | I | M | M |
| Regular and irregular spelling patterns | | I | I | I | I | I | I | I | I | M | M | M | M |
| Pronunciation | I | I | I | I | I | I | I | I | I | M | M | M | M |
| Word meanings | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Etymology | | | | | I | I | I | I | I | I | I | I | I |
| Context clues | | | | | I | I | I | I | I | I | I | I | I |
| Verbal analogy | | | | | | | | I | I | I | I | I | I |
| Application in all subject areas | | I | I | I | I | I | I | I | I | I | I | I | I |

E - EXPOSE
I - INSTRUCT
M - MAINTAIN

## SCOPE AND SEQUENCE

| SKILL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Denotation (definitions) | | I | I | I | I | I | I | I | I | I | I | I | I |
| LIBRARY SKILLS | | | | | | | | | | | | | |
| Parts of a book | E | I | I | I | I | I | I | I | I | I | M | M | M |
| Alphabetizing | E | I | I | I | I | I | I | M | M | M | M | M | M |
| Dictionary skills | E | E | I | I | I | I | I | I | I | I | M | M | M |
| Reference material | E | E | I | I | I | I | I | I | I | I | I | I | I |
| Card catalogue | | | | E | I | I | I | I | I | I | M | M | M |
| Dewey Decimal Systes | | | | E | I | I | I | I | I | I | M | M | M |
| Readers Guide | | | | | | | | I | I | I | M | M | M |
| LITERATURE | | | | | | | | | | | | | |
| Elements of literature | E | I | I | I | I | I | I | I | I | I | I | I | I |
| Plot structure | | | | | | | | I | I | I | I | I | I |
| Techniques | E | E | I | I | I | I | I | I | I | I | I | I | I |
| Devices of sound | E | I | I | I | I | I | I | I | I | I | I | I | I |
| Devices of senses | E | I | I | I | I | I | I | I | I | I | I | I | I |
| Interpretation | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Analysis | E | E | E | E | I | I | I | I | I | I | I | I | I |
| Criticism | | | | | | | | E | E | E | I | I | I |
| Appreciation | I | I | I | I | I | I | I | I | I | I | I | I | I |
| Forms of Literature | | | | | | | | | | | | | |
| fiction | E | I | I | I | I | I | I | I | I | I | I | I | I |
| non-fiction | E | I | I | I | I | I | I | I | I | I | I | I | I |